

# Reading Overview and Progression Grid



Communicators	Explorers	Readers	Believers
<p>Children will explore English in all its forms, how it is used to communicate feelings and important messages, they will be able to relay meaning, information and perform regularly and they will be able critically and reflectively respond to the genre that is being studied. Children will have the opportunity to work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions. We foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing.</p>	<p>Children will explore a diverse range of texts that allows them to have access to genres they may not come across in every-day life. They will explore a range of experiences that where the children can acquire confidence and a positive attitude to English. We provide children with opportunities to explore a love of books and high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives.</p>	<p>We explicitly teach reading skills throughout the school that continually develop children's understanding and enjoyment of texts. We encourage children to read good quality text which allows all children to learn new vocabulary relating to all areas of the curriculum. They learn words from a range of good quality texts learn the meaning and understanding of new vocabulary and implement these within their writing.</p>	<p>All children will have the opportunity to develop their own ideas and opinions about their own work and those of others. All children have the opportunity to develop their own beliefs based on a collection of knowledge and diverse collection of high quality texts. We will develop their ability to reason, think logically, and use a range of sources to create informed pieces of work. All children have the opportunity to question, reflect and develop their own creative and aesthetic skills.</p>

EYFS	Authors of the Term: Julia Donaldson, Jez Alborough , Eric Carle Key Texts:		
Decoding			
Range of Reading Familiarity with Texts			
Throughout Reception children will be exposed to Reading knowledge and skills	By the end of Reception children will be able to:		
A wide range of books and stories shared with the children Stories and rhymes	<ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>- Anticipate – where appropriate – key events in stories</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>		

<b>FOCUS FIVE</b>	I can recognise my own name and surname	I can read: I, the, and, my	I know all the letter sounds for the alphabet	I know the digraphs: sh, ch, th	I can retell a traditional tale (E.g. Goldilocks)
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<b>Year 1</b>	<b>Authors of the Term: Oliver Jeffers, Rachel Bright, Simon James</b>				
	<b>Key Texts:</b>				
<b>Decoding</b>	apply phonic knowledge to decode words, speedily read all 40+ letters/groups for 40+ phonemes, read accurately by blending taught GPC read common exception words, read common suffixes (-s, -es, -ing, -ed, etc.), read multisyllable words containing taught GPCs read contractions and understanding use of apostrophe, read aloud phonically-decodable texts				
<b>Range of Reading Familiarity with Texts</b>	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently be encouraged to link what they read or hear read to their own experiences become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics learn to appreciate rhymes and poems, and to recite some by heart				
<b>Vocabulary</b>	<b>Retrieval</b>	<b>Summarise and Predict</b>	<b>Inference</b>	<b>Structure and Organisation</b>	<b>Authorial Choice, Comment and Compare</b>
Draw on vocabulary provided by the teacher to understand books	Draw on what they already know or on background information from the teacher to understand books	Sequence a simple story or event and use this to re-enact and retell Identify main events or key points in texts	Give some reasons why things happen or characters change	Distinguish between fiction and non-fiction texts	Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases
Discuss word meanings, linking new meanings to those already known	Identify the main character in a story or the subject of a non-fiction text	Make predictions on the basis of what has been read so far	Begin to express a view and use evidence in the text to explain reasons	Understand the way that information texts are organised and use this when reading simple texts	Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum
Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases	Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales	Discuss the blurb and title of a book	Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)	Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line	
Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum	Identify main events or key points in texts	Predict events and endings and how characters will behave			
With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house	Answer literal retrieval questions about the text	Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development			

## FOCUS FIVE

I can recognise all the days of the week

I can read: were, was, said, come, some, they, there

I know 40+ phonemes

I can blend a word which is decodable

I can recall three events from a story I have read.

Year 2		Authors of the Term: Allan Ahlberg , Jill Murphy , Shirley Hughes			
		Key Texts: Owl Babies, Vlad and the Great Fire of London, The Last Wolf, A Squash and a Squeeze, Images of God, Dragon Poems, Elephants			
Decoding		secure phonic decoding until reading is fluent, read accurately by blending, including alternative sounds for graphemes, read multisyllable words containing these graphemes, read common suffixes, read exception words, noting unusual correspondences, read most words quickly & accurately without overt sounding and blending			
Range of Reading Familiarity with Texts		Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear and poetry			
Vocabulary	Retrieval	Summarise and Predict	Inference	Structure and Organisation	Authorial Choice, Comment and Compare
Discuss and clarify the meanings of words linking new meanings to known vocabulary	Draw on what they already know or on background information from the teacher to understand books	identify main events or key points in texts Predict what might happen on the basis of what has been read so far	Talk about and infer what characters might be thinking or feeling using clues in the text	Show awareness of the structure of different text types and begin to understand that they have different purposes	Identify where language is used to create mood or build tension
Draw on vocabulary provided by the teacher to understand books	Ask questions and find the answers to simple questions in the text	Sequence a range of stories or events and use this to re-enact and retell	Discuss the reasons for events in a story; use evidence to make some reasoned conclusions	Pick out features used to organise books and compare the layout of different texts /books and discuss why they are set out in different ways	Comment on the choice of author's words to make a text funny, scary, exciting
Identify and discuss favourite words and phrases	Answer literal retrieval questions about the text	Predict the events of a story based on the setting described in the opening	Discuss why certain words or phrases make a story funny, scary, exciting	Discuss titles of book and poems	Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)
Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly	Use a range of question prompts to generate relevant questions about the text	Predict how characters might behave from what they say and do and from their appearance		Pick out and discuss how punctuation helps to organise text  Pick out features that will help to locate information and explain them	
	Recall simple points from familiar texts	Read the title, contents page and illustrations and predict what a book is about		Recognise and use the alphabet to help to locate information in some books	
	Identify main events or key points in texts			Recognise the openings and closings of different stories	

<b>FOCUS FIVE</b>	I can read all the months and all numbers 1 – 20.	I can read: because, children, people, would, should, could	I can decode an unfamiliar word	I can tell you what makes the story funny/exciting/sad/scary	I can make a simple prediction to what happens next
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<b>Year 3</b>	<b>Authors of the Term:</b> Mini Grey, David Walliams, Roald Dahl <b>Key Texts:</b> Traction Man, Toys in Space Lost Species, Africa: Amazing Africa, Egyptian Cinderella, The Necklace of Raindrops				
<b>Decoding</b>	apply their growing knowledge of root words, pre-fixes and suffixes, both to read aloud and to understand the meaning of new words they meet, read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word				
<b>Range of Reading Familiarity with Texts</b>	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry				
<b>Vocabulary</b>	<b>Retrieval</b>	<b>Summarise and Predict</b>	<b>Inference</b>	<b>Structure and Organisation</b>	<b>Authorial Choice, Comment and Compare</b>
Discuss understanding and identify the meaning of words in context	Ask questions and find answers to simple questions in a text	Identify main ideas within a text or within a paragraph and summarise these	Discuss the actions and relationships of the main characters and justify views using evidence from the text	Identify the features of some non-fiction text types	Discuss the effect of key words or phrases used to build mood or tension
Use dictionaries to check the meanings of words they have read	Retrieve and record information from non-fiction	Predict what might happen from details stated and implied	Discuss the relationship between characters based on dialogue implied	Identify and discuss the use of contents and index pages to locate information in non-fiction texts	Comment on the overall effect of the text
Discuss words and phrases that capture the reader's interest and imagination	Answer literal retrieval questions and locate the information in the text	Make predictions about characters' actions and look for evidence of change as a result of events Identify settings and predict events that are likely to happen.	Use clues from action, dialogue and description to establish meaning	Begin to understand the purpose of the paragraph and how they help to group information	In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration
	Locate information using skimming		Identify themes and conventions in a range of books	Discuss why the author has chosen a range of vocabulary to describe a character or a setting	
	Use a contents page and an index page to locate information				

<b>FOCUS FIVE</b>	I can read all numbers to one thousand.	I can read: thought, enough, believe, difficult, different, though	I can tell you the name of an author and two books they have written.	I can tell you what makes non-fiction texts different. (e.g subheadings, steps in instructions)	I know how to read around a word I don't understand.
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<b>Year 4</b>	<b>Authors of the Term: Jeremy Strong, Anthony Browne, Cillian Cross</b>				
	<b>Key Texts: Jeremy Strong - Camping, Who Let the Gods Out?, Escape from Pompeii, Life as a Roman, The Story of Flight, The Polar Express,</b>				
<b>Decoding</b>	apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet, read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word				
<b>Range of Reading Familiarity with Texts</b>	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry				
<b>Vocabulary</b>	<b>Retrieval</b>	<b>Summarise and Predict</b>	<b>Inference</b>	<b>Structure and Organisation</b>	<b>Authorial Choice, Comment and Compare</b>
Discuss understanding and identify the meaning of words in context	Ask questions and find answers to simple questions in a text	Identify main ideas within a text or within a paragraph and summarise these	Empathise with different characters' points of view (implicit and explicit)	Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts	Comment upon the use and effect of author's language
Use dictionaries to check the meanings of words they have read	Retrieve and record information from non-fiction	Predict what might happen from details stated and implied	Identify the use of descriptive and expressive language to build a fuller picture of a character	Identify, discuss and use non-fiction features to find information from the text	Identify and describe the styles of individual writers and poets
Discuss words and phrases that capture the reader's interest and imagination	Extract information from the text	Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place	Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings	Understand how paragraphs can organise ideas around a theme and can build up ideas across a text	Identify and comment on expressive and descriptive language to create effect in poetry and prose
	Locate information using skimming and scanning	Make predictions about how characters might behave in such a setting	Discuss the relationship between what characters say and do - do they always reveal what they are thinking?	Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes	Comment on the overall effect of the text
	Decide on a question that needs answering and locate the answer in a non-fiction book		Discuss, moods, feelings and attitudes using inference and deduction		
			Identify themes and conventions in a wide range of books		

<b>FOCUS FIVE</b>	I know the prefixes un, de, re, mis, bi, co	I can change my voice when I read aloud to show how a character might be feeling	I can use a dictionary to look up a word I don't understand	I can tell you how a word or phrase might make the reader feel	I can tell you about a book I have read and what the style of writing is like
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<b>Year 5</b>		<b>Authors of the Term:</b> Michael Morpurgo, Jaqueline Wilson , J.R.R. Tolkin <b>Key Texts:</b> Hugo Cabret , Percy Jackson and The Lightning Thief, Cosmic			
<b>Decoding and Vocabulary</b>	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet Discuss understanding and identify the meaning of words in context				
<b>Range of Reading Familiarity with Texts</b>	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Make comparisons within and across books - Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience				
<b>Retrieval</b>	<b>Summarise and Predict</b>	<b>Inference</b>	<b>Structure and Organisation</b>	<b>Authorial Choice, Comment and Compare</b>	
Discuss understanding and identify the meaning of words in context In non-fiction, retrieve, record and present information	Use the skills of skimming and scanning to identify key ideas	Identify evidence of characters changing in a story and discuss possible reasons	Identify and discuss the structural devices the author has used to organise the text	Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint	
Ask questions and find the answers to questions in a text	Make predictions based on details stated and implied	Discuss what a character's actions say about their character	Identify vocabulary chosen to convey different messages, moods, feelings and attitudes	Comment on the use of similes and expressive language to create images, sound effects and atmosphere	
Extract increasingly complex information from the text	Make predictions for how a character might change during a story and change predictions as events happen	Recognise that characters may have different perspectives on events in stories	Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect	Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terms	
Plan what information needs to be found with guidance	Refer to the text to support predictions and opinions	Distinguish between statements of fact and opinion	Describe and compare the styles of individual writers and poets, providing evidence	Justify preferences for an author, poet or a type of text	
Make simple notes	Identify the writer's main purpose through a general overview	Identify and discuss themes and conventions in and across a wide range of writing	Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	Identify common elements of an author's style and discuss how the style of one author differs from another	
Apply information retrieval skills across the curriculum				Identify and explain characters and their profiles across a range of texts	
				Identify and explain the key features of a range of appropriate texts	

<b>FOCUS FIVE</b>	I can scan and skim a text to find the answer to a question	I can use punctuation accurately when reading aloud.	I can tell you why a character might be feeling a certain way	I can tell you what words the author has used to make a setting seem a certain way	I can tell you what style of books I enjoy and explain why.
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<b>Year 6</b>		<b>Authors of the Term:</b> Katherine Rundell, Terry Deary, Ross McKenzie <b>Key Texts:</b> The Explorer, Letters from the Lighthouse, Wildlife Magazines		
<b>Decoding and Vocabulary</b>	apply their growing knowledge of root words, pre-fixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet Discuss understanding and identify the meaning of words in context			
<b>Range of Reading Familiarity with Texts</b>	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Read books that are structured in different ways and reading for a range of purposes Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience			
<b>Retrieval</b>	<b>Summarise and Predict</b>	<b>Inference</b>	<b>Structure and Organisation</b>	<b>Authorial Choice, Comment and Compare</b>
In non-fiction, retrieve, record and present information and apply these skills across the curriculum	Use the skills of skimming, scanning, text marking and note taking to identify key ideas	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence	Comment on the structural choices the author has made when organising the text and explain how the structural choices support the writer's theme and purpose	Compare and contrast the key features of a range of appropriate texts
Ask questions and find the answers to questions in a text	Make predictions based on details stated and implied	Identify characteristics of stock characters in a variety of genres	Comment and compare the language choices the author has made to convey information over a range of non-fiction texts	Identify how style is influenced by the intended audience
Extract complex information from the text	Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it	Identify evidence of characters that challenge stereotypes and surprise the reader	Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes	Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning
Use quotations to illustrate ideas	Refer to the text to support predictions and opinions	Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour	Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations	Compare and contrast characters across a range of appropriate texts
Plan and decide independently what information needs to be searched for	Identify and discuss themes and conventions in and across a wide range of writing	Make inferences about the perspective of the author from what is written and implied	Compare, contrast and explore the styles of writers and poets, providing evidence and explanations	Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes
Make appropriate notes from research using a variety of sources		Distinguish between statements of fact and opinion	Identify and discuss irony and its effect	Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated
				Declare and justify personal preferences for writers and types of text

<b>FOCUS FIVE</b>	I can read aloud fluently and in a way that engages the listener	I can find a word or phrase to support my answer	I can identify the theme of a book: good vs evil, overcoming hardships	I know the terms metaphor, simile and personification	I can identify between fact and opinion
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