

South Hylton Primary School

Progression in English (Reading)

English Purpose of Study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading in the National Curriculum:

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be

South Hylton Primary School

Progression in English (Reading)

emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.



South Hylton Primary School

Progression in English (Reading)

Year 1

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

South Hylton Primary School
Progression in English (Reading)

Year 1	
Decoding	<ul style="list-style-type: none"> - 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
Range of Reading	<ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences
Familiarity with texts	<ul style="list-style-type: none"> - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases
Poetry & Performance	<ul style="list-style-type: none"> - learning to appreciate rhymes and poems, and to recite some by heart
Word Meaning	<ul style="list-style-type: none"> - discussing word meanings, linking new meanings to those already known
Understanding	<ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading
Inference	<ul style="list-style-type: none"> - discussing the significance of the title and events*making inferences on the basis of what is being said and done
Prediction	<ul style="list-style-type: none"> - predicting what might happen on the basis of what has been read so far
Authorial Intent	
Non-Fiction	
Discussing Reading	<ul style="list-style-type: none"> - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them

South Hylton Primary School

Progression in English (Reading)

Year 2

Decoding	<ul style="list-style-type: none">- 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 correspondances- read most words quickly & accurately without overt sounding and blending
Range of Reading	<ul style="list-style-type: none">- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Familiarity with texts	<ul style="list-style-type: none">- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales- recognising simple recurring literary language in stories and poetry
Poetry & Performance	<ul style="list-style-type: none">- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word Meaning	<ul style="list-style-type: none">- discussing and clarifying the meanings of words, linking new meanings to known vocabulary- discussing favourite words and phrases.
Understanding	<ul style="list-style-type: none">- discussing the sequence of events in books and how items of information are related*drawing on what they already know or on background information and vocabulary provided by the teacher- checking that the text makes sense to them as they read and correcting inaccurate reading
Inference	<ul style="list-style-type: none">- making inferences on the basis of what is being said and done- answering and asking questions
Prediction	<ul style="list-style-type: none">- predicting what might happen on the basis of what has been read so far
Authorial Intent	
Non-Fiction	<ul style="list-style-type: none">- being introduced to non-fiction books that are structured in different ways
Discussing Reading	<ul style="list-style-type: none">- participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

South Hylton Primary School

Progression in English (Reading)

Years 3 & 4

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see [English Appendix 1](#)). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

South Hylton Primary School

Progression in English (Reading)

Year 3/4

Decoding	<ul style="list-style-type: none">- 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
Range of Reading	<ul style="list-style-type: none">- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks- reading books that are structured in different ways and reading for a range of purposes
Familiarity with texts	<ul style="list-style-type: none">- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally- identifying themes and conventions in a wide range of books
Poetry & Performance	<ul style="list-style-type: none">- 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
Word Meaning	<ul style="list-style-type: none">- using dictionaries to check the meaning of words that they have read
Understanding	<ul style="list-style-type: none">- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context- asking questions to improve their understanding of a text- identifying main ideas drawn from more than one paragraph and summarising these
Inference	<ul style="list-style-type: none">- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none">- predicting what might happen from details stated and implied
Authorial Intent	<ul style="list-style-type: none">- discussing words and phrases that capture the reader's interest and imagination- identifying how language, structure, and presentation contribute to meaning
Non-Fiction	<ul style="list-style-type: none">- retrieve and record information from non-fiction
Discussing Reading	<ul style="list-style-type: none">- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

South Hylton Primary School

Progression in English (Reading)

Years 5 and 6:

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

South Hylton Primary School

Progression in English (Reading)

Year 5/6

Decoding	<ul style="list-style-type: none">- 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 that they meet
Range of Reading	<ul style="list-style-type: none">- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks- reading books that are structured in different ways and reading for a range of purposes- making comparisons within and across books
Familiarity with texts	<ul style="list-style-type: none">- increasing their 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- identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	<ul style="list-style-type: none">- learning a wider range of poetry by heart and 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
Word Meaning	
Understanding	<ul style="list-style-type: none">- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*asking questions to improve their understanding- summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	<ul style="list-style-type: none">- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none">- predicting what might happen from details stated and implied
Authorial Intent	<ul style="list-style-type: none">- identifying how language, structure and presentation contribute to meaning- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-Fiction	<ul style="list-style-type: none">- distinguish between statements of fact and opinion*retrieve, record and present information from non-fiction
Discussing Reading	<ul style="list-style-type: none">- recommending books that they have read to their peers, giving reasons for their choices- participate in discussions about books, building on their own and others' ideas and challenging views courteously- explain and discuss their understanding of what they have read, including through formal presentations and debates- provide reasoned justifications for their views