



	Preschool	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range of Reading	<p>Understand the five key concepts about print:</p> <p>print has meaning</p> <p>print can have different purposes</p> <p>we read English text from left to right and from top to bottom</p> <p>the names of the different parts of a book and page sequencing</p> <p>enjoy sharing books with an adult.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear read to their own experiences</p>	<p>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</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Making comparisons within and across books</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Making comparisons within and across books</p>

	Preschool	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Phonics for Early Readers	<p>Develop their phonological awareness, so that they can:</p> <p>spot and suggest rhymes</p> <p>count or clap syllables in a word</p> <p>recognise words with the same initial sound, such as money and mother</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for almost all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters)</p> <p>for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>					



	Preschool	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Familiarity with Texts	<p>Develop play around favourite stories using props.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p>	<p>Develop play around favourite stories using props.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p>	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry.</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>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.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>	<p>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.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>
Poetry & Performance	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p>	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Develop their phonological awareness, so that they can:</p> <p>spot and suggest rhymes</p> <p>count or clap syllables in a word</p> <p>recognise words with the same initial sound, such as money and mother</p>	<p>Learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognising some different forms of poetry</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognising some different forms of poetry</p>	<p>Learning 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</p>	<p>Learning 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</p>
Vocabulary	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.</p>	<p>Discussing word meanings, linking new meanings to those already known.</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet.</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet.</p>



	Preschool	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency		<p>Recognise and read their name automatically.</p> <p>Join in with a refrain during group recitation.</p> <p>Recite some familiar rhymes and songs by Heart.</p> <p>Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.</p> <p>Sing the alphabet with support.</p> <p>Begin to read words and simple sentences, showing understanding by the way they say it.</p> <p>Sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets.</p> <p>Recognise and independently read some common exception words with automaticity.</p>	<p>Recite some familiar complete rhymes and songs by heart.</p> <p>Use body percussion or instruments to hold the beat.</p> <p>Recognise and join in with predictable phrases.</p> <p>Read on sight the common exception words for Y1.</p> <p>Say or sing the alphabet in sequence.</p> <p>Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.</p> <p>Read aloud, checking that it 'sounds right' and that the text makes sense to them.</p> <p>With support, notice sentence punctuation.</p> <p>Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>	<p>Continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>Read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p> <p>Recite familiar poems by heart.</p> <p>Read many Y2 common exception words automatically by sight.</p> <p>Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending.</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading.</p> <p>Use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>Recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency.</p> <p>Read age-appropriate accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p> <p>Read new words outside their spoken vocabulary, making a good guess at Pronunciation.</p> <p>When reading aloud, speak audibly and with growing fluency.</p> <p>Read on sight all Y2 common exception words and some further exception words for Y3 and Y4.</p> <p>Gradually internalise the reading process to read silently.</p>	<p>Learn to read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words.</p> <p>Sight-read a wide range of exception words (Y3-4 list and similar).</p> <p>With support, notice where commas create phrasing within Sentences.</p> <p>Read with expression, using the punctuation to support meaning, including multi-clause sentences.</p> <p>Recite whole poems with growing awareness of the listener.</p> <p>As decoding becomes more secure, become independent, fluent and enthusiastic readers.</p>	<p>Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Prepare readings using appropriate intonation to show their understanding.</p> <p>Notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly; read silently and then discuss what they have read.</p> <p>Sight-read all Y3 & Y4 common exception words and some Y5 and Y6 words (and similar) with automaticity.</p>	<p>Read age-appropriate texts fluently and with confidence.</p> <p>Learn and recite a wider range of poetry, sometimes by heart.</p> <p>Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p>Notice and respond to punctuation and phrasing when reading aloud.</p> <p>Gain, maintain and monitor the interest of the listener.</p> <p>Automatically read a wide range of common exception words, including the Y5 and Y6 list and similar words which occur in texts.</p>
Understanding	<p>Ask questions about the book. Makes comments and shares their own ideas.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Discussing the sequence of events in books and how items of information are related.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>



Kensworth CE Academy – Phonics and Reading Curriculum Progression

	Preschool	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inference			Discussing the significance of the title and events. Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done. Answering and asking questions.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Prediction		Anticipate where appropriate key events in stories.	Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far	Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied.
Authorial Intent					Discussing words and phrases that capture the reader's interest and imagination. Identifying how language, structure, and presentation contribute to meaning.	Discussing words and phrases that capture the reader's interest and imagination. Identifying how language, structure, and presentation contribute to meaning.	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.	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		Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Being introduced to non-fiction books that are structured in different ways.	Being introduced to non-fiction books that are structured in different ways.	Retrieve and record information from non-fiction texts.	Retrieve and record information from non-fiction texts.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction texts.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction texts.
Discussing reading	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	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.	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.	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.	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.	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.	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.