

Britannia Primary School Reading Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 •reread these books to build up fluency and confidence in word reading. 	<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 correspondences *read most words quickly & accurately without overt sounding and blending *read aloud books closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation. * reread these books to build up fluency and confidence in word reading. *shown how to recognise and combine syllables to read multisyllabic words 	<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 as listed in appendix 1 *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<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 as listed in appendix 1 *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<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 	<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"> •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 	<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 *pupils will have choice in selecting books and will be taught how to do so. 	<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 	<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 	<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 	<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"> *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 	<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 	<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 	<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 	<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 	<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 to appreciate rhymes and poems, and to recite some by heart 	<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 	<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 – narrative, acrostic and shape 	<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 – narrative, haiku, cinquains, Free verse, kenning 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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
Vocabulary	<ul style="list-style-type: none"> *discussing word meanings, linking new meanings to those already known •Understand root words and how they link to others 	<ul style="list-style-type: none"> *discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases *children are introduced to morphology to understand new vocabulary. 	<ul style="list-style-type: none"> *using dictionaries to check the meaning of words that they have read *when reading and coming across new vocabulary children will not only be taught decoding but the meaning of the word. 	<ul style="list-style-type: none"> *using dictionaries to check the meaning of words that they have read *when reading and coming across new vocabulary children will not only be taught decoding but the meaning of the word. 	<ul style="list-style-type: none"> *pupils are taught technical and other terms needed for discussing what they hear and read, such as metaphor, simile, imagery, style and effect 	<ul style="list-style-type: none"> *pupils are taught technical and other terms needed for discussing what they hear and read, such as metaphor, simile, imagery, analogy, style and effect
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 •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. *Role play and drama techniques will allow them to explore and understand characters and try out language they have listened to. 	<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 *Role play and drama techniques will allow them to explore and understand characters and try out language they have listened to. 	<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 *Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say. 	<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 *Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say. 	<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 *shown how to compare characters, settings, themes and other aspects of what they read 	<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 *shown how to compare characters, settings, themes and other aspects of what they read

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 PLEASE REFER TO TEXT PROGRESSION AND MTP TO VIEW FURTHER PROGRESSION	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence PLEASE REFER TO TEXT PROGRESSION AND MTP TO VIEW FURTHER PROGRESSION	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence PLEASE REFER TO TEXT PROGRESSION AND MTP TO VIEW FURTHER PROGRESSION	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence PLEASE REFER TO TEXT PROGRESSION AND MTP TO VIEW FURTHER PROGRESSION
Prediction	*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 PLEASE REFER TO TEXT PROGRESSION AND MTP TO VIEW FURTHER PROGRESSION	*predicting what might happen from details stated and implied PLEASE REFER TO TEXT PROGRESSION AND MTP TO VIEW FURTHER PROGRESSION	*predicting what might happen from details stated and implied PLEASE REFER TO TEXT PROGRESSION AND MTP TO VIEW FURTHER PROGRESSION	*predicting what might happen from details stated and implied PLEASE REFER TO TEXT PROGRESSION AND MTP TO VIEW FURTHER PROGRESSION
Authorial Intent			*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning PLEASE REFER TO TEXT PROGRESSION AND MTP TO VIEW FURTHER PROGRESSION	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning PLEASE REFER TO TEXT PROGRESSION AND MTP TO VIEW FURTHER PROGRESSION	*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 PLEASE REFER TO TEXT PROGRESSION AND MTP TO VIEW FURTHER PROGRESSION	*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 PLEASE REFER TO TEXT PROGRESSION AND MTP TO VIEW FURTHER PROGRESSION
Non-fiction	•Listen to and discuss information books and other non-fiction to establish learning for other subjects •Pupils should be shown the process of finding out information.	*being introduced to non-fiction books that are structured in different ways, including index and contents pages.	*retrieve and record information from non-fiction *use contents and index pages to gain information	*retrieve and record information from non-fiction *Develop the understanding of a glossary, and the difference between an index or contents page.	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction
Discussing reading	*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 *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	*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
Books children will read or have read to them	Peace at last – Jill Murphy Can't you sleep little bear? – Martin Waddell Where the Wild things are - Maurice Sendak The Elephant and the bad baby - Elfrida Vipont and Raymond Briggs Avocado Baby - John Burningham A tiger who came to tea - Judith Kerr Lost and found - Oliver Jeffers Knuffle Bunny - Mo Willems Beegu - Alexis Deacon Dogger - Shirley Hughes Cops and Robbers - Alan and Janet Ahlberg Elmer - David McKee	Traction man is here - Mini Grey Amazing Grace - Mary Hoffman Pumpkin soup - Helen Cooper Who's afraid of the big bad book? - Lauren Child Dr Xargle's book of earthlets - Tony Ross Not now Bernard - David McKee Tuesday - David Wiesner The Flower – John Light Gorilla - Anthony Browne Emily Brown and the thing - Cressida Cowell Frog and toad together - Arnold Lobel The owl who was afraid of the dark - Jill Tomlinson Fantastic Mr Fox - Roald Dahl The Hodgeheg - Dick King-Smith Flat Stanley - Jeff Brown Evie and the animals – Matt Haig I was a rat or the scarlet slippers – Phillip Pullman Enchanted Wood – Enid Blyton	The Iron Man – Ted Hughes The Sheep-pig - Dick King-Smith The Lion, the witch and the wardrobe - CS Lewis Hansel and Gretel - Anthony Browne Diary of a Killer cat – Anne Fine Starfell – Domonique Valente The Creakers – Tom Fletcher How to grow a dragon	Bill's new frock – Anne Fine Charlotte's web - EB White Varjak Paw - SF Said Voices in the park – Anthony Browne Skellig – David Almond Beowulf – Michael Morpurgo 1000 year old boy – Ross Welford The Last Bear	Street Child - Berlie Doherty The Train to Impossible Places – P.G Bell Room 13 – Robert Swindell Who Let the Gods out Armistead day Runner Owen and the Soldier The arrival – Shaun Tan	Holes - Louis Sachar Clockwork – Philip Pullman The Girl Who Speaks Bear – Sophie Anderson Sulwe – Lupita Nyong'o and Vashti Harrison Wednesday - Anthony Horowitz Skandar and the Unicorn Thief Supporting texts for T4W Darwin's Dragons - Lindsey Galvin
Poetry books the children will read or have read to them	Twinkle Twinkle Chocolate bar Hey Little Bug! When we were very young The Puffin Book of fantastic first poems	Heard it in the playground The Works Key Stage 1 Crazy Mayonnaise Mum A first poetry book Tell Me a Dragon The Lost Words	Quick Let's get out of here – Michael Rosen The World's greatest space cadet Paint me a poem The Puffin Book of utterly brilliant poetry	Deep in the Green Wood Sensational – Roger McGough Hot like Fire Your Amazing digestion from mouth through intestine - Joanne Settle	Lost Magic The very best of Brian Moses The Magic Box Juggling with Gerbils The Works 4	Ted Hughes: Collected Poems for Children Carol Ann Duffy: New and Collected Poems for Children Charles Causley: Collected Poems for Children The Works Key Stage 2
Poetry Reading Spine						

<p>Non-fiction the children will experienced these texts</p> <p><u>Non-fiction Reading Spine</u></p>	<p>Meerkat mail - Emily Gravett (Recount - Africa Topic)</p> <p>The Big Book of Blooms (Plants link)</p> <p>How many Spots has a cheetah got?</p> <p>The Usborne Book of the Brain and How It Works: 1</p>	<p>Hello World: Animals: An Amazing Atlas of Wildlife</p> <p>Rise Up (Australia)</p> <p>Dragonology -</p> <p>The Big book of the UK</p> <p>The Great Fire of London: Anniversary Edition of the Great Fire of 1666. Emma Adams.</p> <p>Tragedy at Sea: The Sinking of the Titanic. David Long.</p> <p>Slow down - Rachel Williams</p> <p>Blu Planet 2 - Leisa Stewart- Sharpe.</p>	<p>Guardians of the Planet: How to be an Eco-Hero (RE Unit 1)</p> <p>The Street beneath my feet (Rocks and Soils - Italy)</p> <p>The Stone Age: Hunters gatherers and woolly mammoths</p> <p>Escape from Pompeii</p>	<p>The Rhythm of the Rain - water cycle</p> <p>A day in the life of a poo</p> <p>Explorers: Amazing Tales of the World's Greatest Adventurers</p> <p>Viking Voyages - Jack Tite</p> <p>How I met Dudley</p>	<p>Balloon to the Moon (SPACE)</p> <p>YouthQuake: 50 Children and Young People</p> <p>Who Shook the World - link to biography.</p> <p>Space Maps- Your tour of the universe</p>	<p>Earth Heroes: 20 Inspiring Stories of People Saving Our World - link to speeches unit.</p> <p>I am not a label - 34 disabled artists, thinkers, athletes and activists from past and present</p> <p>Moth (picture book) - Isabel Thomas - link to evolution.</p>
--	--	--	--	---	---	---