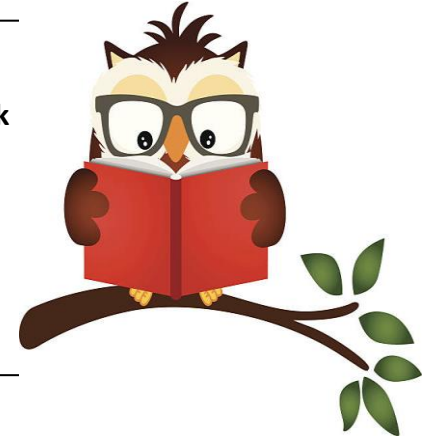


LAYSTON READING SKILLS PROGRESSION

Rationale for our reading curriculum:

Reading is at the heart of our curriculum. We understand that reading is a fundamental life skill which children need to unlock learning and we therefore strive to create avid readers within school. We endeavour to provide outstanding reading experiences with exciting and inspiring learning opportunities that promote the importance of this lifelong skill. We also prioritise establishing a reading culture in which children are encouraged to read widely and for pleasure. It is our intention that all of our pupils will be able to read fluently and with confidence. We strive to create a love of reading in order to inspire children to become life- long readers.



Curriculum Aims:

The programmes of study for reading at key stages 1 and 2 consist of 2 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 emphasised in the early teaching of reading to beginners (ie 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 they live in, 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.

Reading – Word Reading	EYFS**	KS1		KS2	
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4
Phonics and Decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</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>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>
RWI	<p>Children to speedily read set 1 sounds.</p> <p>Set 2 sounds to be taught at the end of Reception</p> <p>RWI BOOKS</p> <p>Pre Ditty Sheets</p> <p>Red</p> <p>Green</p>	<p>Children to speedily read set 2 and set 3 sounds.</p> <p>RWI BOOKS</p> <p>Pink</p> <p>Orange</p> <p>Yellow</p> <p>Blue</p>	<p>Review all sounds in Autumn term.</p> <p>RWI BOOKS</p> <p>Blue</p> <p>Grey</p>		

	Purple				
Book levels			<p>After children are secure with RWI:</p> <p>Turquoise</p> <p>Purple</p> <p>Gold</p> <p>White</p> <p>Teacher assessments are used once children have completed the RWI programme. Children are assessed using miscues where they are monitored on their fluency and comprehension skills to ensure they are reading the correct colour book.</p> <p>95% accuracy- Independent level (take home book)</p> <p>90-94% accuracy – Instructional level (reading in school)</p>	<p>Lime</p> <p>Brown</p> <p>Grey</p> <p>Teacher assessments are used once children have completed the RWI programme. Children are assessed using miscues where they are monitored on their fluency and comprehension skills to ensure they are reading the correct colour book.</p> <p>95% accuracy- Independent level (take home book)</p> <p>90-94% accuracy – Instructional level (reading in school)</p>	<p>Free Reader 1</p> <p>Free Reader 2</p> <p>Teacher assessments are used once children have completed the RWI programme. Children are assessed using miscues where they are monitored on their fluency and comprehension skills to ensure they are reading the correct colour book.</p> <p>95% accuracy- Independent level (take home book)</p> <p>90-94% accuracy – Instructional level (reading in school)</p>
Common Exception Words	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>(order of teaching on writing long term plan)</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>(order of teaching on writing long term plan)</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>
	<p>Understand the five key concepts about print:</p> <p>print has meaning</p> <ul style="list-style-type: none"> the names of different parts of a book print can have different purposes 	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	

<p style="text-align: center;">Fluency</p>	<ul style="list-style-type: none"> • page sequencing • we read English text from left to right and from top to bottom <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To reread texts to build up fluency and confidence in word reading.</p>	<p>without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	
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Reading – Comprehension	EYFS	KS1		KS2	
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4
Guided Reading		Guided Reading lessons take place following the RWI programme.	<p>Guided Reading lessons take place following the RWI programme.</p> <p>Once children have completed the RWI programme key reading skills (vocabulary, inference, prediction, explain, retrieval and sequencing) are taught through Guided Reading lessons following this sequence:</p> <ul style="list-style-type: none"> - Non-fiction text and skills - Vocabulary - Fiction text and skills 	<p>key reading skills (vocabulary, inference, prediction, explain, retrieval and sequencing) are taught through Guided Reading lessons following this sequence:</p> <ul style="list-style-type: none"> - Non-fiction text and skills - Vocabulary - Fiction text and skills 	<p>key reading skills (vocabulary, inference, prediction, explain, retrieval and sequencing) are taught through Guided Reading lessons following this sequence:</p> <ul style="list-style-type: none"> - Non-fiction text and skills - Vocabulary - Fiction text and skills
Understanding and Correcting Inaccuracies	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	To check that a text makes sense to them as they read and to self-correct.	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>		

	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.				
Comparing, Contrasting and Commenting	<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</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>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>
	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary.	To check that the text makes sense to them, discussing their understanding and	Discuss vocabulary used to capture readers' interest and imagination.

<p>Words in Context and Authorial Choice</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</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>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play..</p>		<p>To discuss their favourite words and phrases.</p>	<p>explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	
<p>Inference and Prediction</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>
	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating</p>	<p>To prepare and perform poems and play scripts that show some awareness of</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or</p>

Poetry and Performance

about familiar books, and be able to tell a long story.

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Remember and sing entire songs.

Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Engage in story times.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Learn rhymes, poems and songs.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt and recount narratives and stories with their peers and their teacher.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

these and reciting some with appropriate intonation to make the meaning clear.

the audience when reading aloud.

To begin to use appropriate intonation and volume when reading aloud.

narrative poetry).

To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.

<p>Non-Fiction</p>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>
<p>Reading Spine</p> <p>(Books read by the teacher to the class)</p>	<p>Range of quality picture books</p> <p>Owl Babies- Martin Waddell</p> <p>Elmer- David McKee</p> <p>Little Red Hen</p> <p>Beegu- Alexis Deacon</p> <p>The Gruffalo- Julia Donaldson</p> <p>Handa’s Surprise- Eileen Browne</p> <p>Mrs Armitage on Wheels- Quentin Blake</p> <p>Whatever Next- Jill Murphy</p> <p>How to Catch a Star- Oliver Jeffers</p> <p>The Three Billy Goats Gruff</p> <p>The Gingerbread Man</p> <p>The Very Hungry Caterpillar- Eric Carle</p> <p>Jasper’s Beanstalk- Nick Butterworth</p> <p>The Very Lazy Ladybird- Isobel Finn</p> <p>The Night Pirates- Peter Harris</p> <p>The Train Ride- June Crebbin</p> <p>The Nativity</p>	<p>Range of quality picture books</p> <p>Peace at Last- Jill Murphy</p> <p>Can’t You Sleep Little Bear? –Martin Waddell</p> <p>Where the wild things are- Maurice Sendak</p> <p>The Elephant and the Bad Baby- Elfrida Vipont and Raymond Briggs</p> <p>Avocado Baby- John Burningham</p> <p>The Tiger that came to Tea- Judith Kerr</p> <p>Lost and Found- Oliver Jeffers</p> <p>Dogger- Shirley Hughes</p> <p>Cops and Robbers- Janet and Alan Ahlberg</p> <p>Knuffle Bunny- Mo Willems</p>	<p>Esio Trot- Roald Dahl</p> <p>George’s Marvellous Medicine- Roald Dahl</p> <p>Fantastic Mr Fox- Roald Dahl</p> <p>The Hodgeheg- Dick King Smith</p> <p>Martin’s Mice- Dick King Smith</p> <p>Flat Stanley- Jeff Brown</p> <p>The Enchanted Wood- Enid Blyton</p>	<p>The Christmasaurus- Tom Fletcher</p> <p>The Lion, The Witch and the Wardrobe -C.S. Lewis</p> <p>The Boy in the Dress- David Walliams</p> <p>The Iron Man- Ted Hughes</p> <p>Charlotte’s Web- E.B White</p> <p>The Puffin Keeper- Michael Morpurgo</p>	<p>The Secret of Black Rock – Joe Todd-Stanton</p> <p>Varjak Paw – S. F. Said</p> <p>How to Train Your Dragon – Cressida Cowell</p> <p>My Brother is a Superhero – David Solomons</p> <p>War Game – Michael Foreman</p> <p>Max and the Millions – Ross Montgomery</p>

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* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

** Please note that under EYFS, the only statutory curriculum part is the Early Learning Goals in green. The skills for Three and Four Year Olds, and Reception, are taken from the non-statutory government curriculum guidance 'Development Matters 2021', and are there to support teachers in seeing the skills children need to develop across the EYFS.