ACE WHOLE SCHOOL READING PROGRESSION DOCUMENT

This document has been written by headteachers and our ACE English leads. Each document has been adapted to the context of each of our schools. In all year groups, reading is integral to the acquisition of subject knowledge within our enquiries. In all schools, reading is explicitly taught every day. Whether this teaching is part of a phonics lesson, or a reading lesson, children are supported to make the journey from decoder to independent, fluent reader. All children are exposed to high quality books from a wide range of genres. These books range from modern and classical fiction to poetry to informative, and include authors from diverse cultural backgrounds. Reading therefore, is the means by which children acquire a wide vocabulary as well as developing the habits and dispositions to become life-long readers.

The progression in reading is based on the following stages:

The Reading Process

Phonics

- Discrete daily phonics, taught from day one of a child starting school.
- Regular assessment of acquisition of GPCs and application when reading
- Children are grouped based on their knowledge and application of GPCs
- Decodable phonics books sent home that only contain GPCs and tricky words that a child can read fluently and confidently
- Focussed catch up and additional support for children who are not on track to meet specific milestones
- Regular support and training for all staff who deliver the phonics programme

Developing reading fluency

- Regular fluency checks to ensure children are meeting their age related milestones
- Targeted catch-up support for pupils beyond the PSC to become fluent, independent readers
- Schemes such as accelerated reader and SSP programmes are used to support pupils in Year 2, 3, 4 and possibly beyond, to ensure that all pupils can confidently read 90+wpm in an age-related text
- PIRA tests used on termly basis trust-wide
- Strategies such as Echo Reading and paired reading are incorporated into reading lessons, as an opportunity for teachers to model intonation, gesture and pronunciation

Acquiring a rich vocabulary and broad subject knowledge

- Reading is taught as part of our learning enquiries
- Schools use a structured programme for their daily reading lessons (Active Read)
- Opportunities within reading lessons to learn subject-specific vocabulary
- Opportunities within reading lessons to develop comprehension, through discussion and deeper engagement with the text
- Text provides further information relating to the learning enquiry subject
- Pre-teaching sessions may also take place, so that our lowest 20% are given a head start.

Becoming a life-long reader

- Wide range of engaging books are shared in class on a daily basis
- Links with local library services
- Schemes in schools to promote reading for pleasure – reading certificates, prizes and incentives
- Author visits
- Opportunities to share books with our community, ie, Silver Stories
- Class rooms have reading corners, featuring a curated selection of high-quality literature
- Strategies to ensure children are exposed to a wide range of authors and writing styles – ie, 'Fab Five' linked to learning enquiries
- All children to be read to every day by an adult

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Phonics and Reading Fluency

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			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			
In addition to the previous year's objectives, children know how to:						
• Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	• 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. • To reread texts to build up fluency and confidence in word reading • To check that a text makes sense to them as they read and to self- correct.	• To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • To reread these books to build up fluency and confidence in word reading. • To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. • To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.	• Speak clearly and confidently with appropriate volume and pace in a range of contexts • Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable' • To ask an adult relevant questions to check understanding. • To independently try different pronunciations of a word in order to identify the correct version.	• Consciously adapt tone, pace and volume of voice within a single context. • To independently re-read a sentence or paragraph more than once in order to double-check understanding.	• Consciously adapt tone, pace and volume of voice within a single context. • To self-identify where a misconception has been picked up, re-read and then better understood	• Speak fluently in front of an audience. • Have a stage presence • Consciously adapt, tone, pace and volume of voice • To support others to self-correct and ask probing questions to check other pupils' understanding

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Developing Comprehension: Commenting, Responding, Comparing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In addition to the previous year's objectives, children know how to:						
• Listen to and talk about stories to build familiarity and understanding. • 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.	• 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. • To link what they have read or have read to them to their own experiences. • To retell familiar stories in increasing detail. • To join in with discussions about a text, taking turns and listening to what others say. • To discuss the significance of titles and events.	• 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. • To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. • To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. • To ask and answer questions about a text. • To make links between the text they are reading and other texts they have read (in texts that they can read independently).	• To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • To use appropriate terminology when discussing texts (plot, character, setting). • To read for a range of purposes.	• To discuss and compare texts from a wide variety of genres and writers. • To identify themes and conventions in a wide range of books. • 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). • To identify how language, structure and presentation contribute to meaning. • To identify main ideas drawn from more than one paragraph and summarise these.	• To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. • To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • To identify main ideas drawn from more than one paragraph and to summarise these. • To recommend texts to peers based on personal choice.	• To discuss, compare and evaluate in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. • To recognise more complex themes in what they read (such as loss or heroism). • To explain and discuss their understanding of what they have read • To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. • To draw out key information and to summarise the main ideas in a text. • To distinguish independently between statements of fact • and opinion, providing reasoned justifications for their views. • To compare characters, settings and themes within a text and across more than one text

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Understanding vocabulary in context and authorial choice

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In addition to the previous year's objectives, children know how to:						
• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	• To discuss word meaning and link new meanings to those already known. • Identify, recognise and replicate rhyme and alliteration	• To discuss and clarify the meanings of words, linking new meanings to known vocabulary. • To discuss their favourite words and phrases. • Identify, recognise and replicate use of similes	• To check that the text makes sense to them, discussing their • understanding and explaining the meaning of words in context. • To discuss authors' choice of words and phrases for effect. • Recognise and understand repetition for effect	• Discuss vocabulary used to capture readers' interest and imagination.	• To discuss vocabulary used by the author to create effect including figurative language. • To evaluate the use of authors' language and explain how it has created an impact on the reader. • Recognise and understand the use of figurative language: Metaphor and personification	• To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. • Identify and recognise the impact of figurative language: Metaphor, personification, alliteration and assonance.

Developing inference

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In addition to the previous year's objectives, children know how to:						
• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Anticipate (where appropriate) key events in stories.	• To begin to make simple inferences. • To predict what might happen on the basis of what has been read so far.	• To make inferences on the basis of what is being said and done. • To predict what might happen on the basis of what has been read so far in a text.	• To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • To justify predictions using evidence from the text	• To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. • To justify predictions from details stated and implied.	• To draw inferences from characters' feelings, thoughts and motives. • To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	• To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). • To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

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Life-long reader: Poetry and Performance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In addition to the previous year's objectives, children know how to:						
• Retell the poem, 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. • Develop storylines in their pretend play. • Perform songs, rhymes, poems and stories with others	• To recite simple poems by heart.	• To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	• To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. • To begin to use appropriate intonation and volume when reading aloud.	• To recognise and discuss some different forms of poetry (e.g. free verse or 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.	• To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	• To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

Life-long reader: Appreciating non-fiction

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In addition to the previous year's objectives, children know how to:						
• Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	• To recognise that non- fiction books are often structured in different ways. • To recall information from non-fiction texts that they have read	• To recognise the layout of information within a non-fiction text and how this differs from fiction.	• To independently retrieve and record information from non-fiction texts.	• To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. • To use dictionaries to check the meaning of words that they have read.	• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	• To retrieve, record and present information from non-fiction texts. • To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

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Suggested Reading Spine – list not exhaustive.

All schools will set out a progression in the range of books that are shared with children across each year group. This may look like the progression spine here:

	EYFS **3 focus authors:**	Year 1 **3 focus authors:**	Year 2 **3 focus authors:**	Year 3 **3 focus authors:**	Year 4 **3 focus authors:**	Year 5 **3 focus authors:**	Year 6 **3 focus authors:**
Classical fiction	Aesop's Fables The Ugly Duckling	The Cat in the Hat Where the Wild Things Are	The Magic Faraway Tree The Frog Prince (Grimm)	Five Children and It	The Railway Children Peter Pan	Swiss Family Robinson Swallows and Amazons Ballet Shoes	Oliver Twist Goodnight Mr Tom
Culturally diverse fiction	Coming to England	Sulwe	Dreams of Freedom	The Firework Maker's Daughter	Windrush Child (Zephaniah)	The Boy at the Back of the Class	When My Name was Keoko (Park)
Poetry	The Three Little Kittens (Follen)	Who Has Seen the Wind (Rossetti) The More it Snows (AA Milne)	How Doth the Little Crocodile (Carroll)	Valerie Bloom	The Tyger (Blake) Daffodils	The Eagle (Tennyson) Dreams (Hughes)	The Listeners The Highwayman In Flanders Fields The Lady of Shalott
Emotive fiction	Not Now Bernard Hey Little Ant Tadpole's Promise	Voices in the Park (Browne) The Day the Crayons Quit Bog Baby	The True Story of the Three Little Pigs (Scieszka) Fantastic Mr Fox How to Heal a Broken Wing	The Velveteen Rabbit The Midnight Fox	Farm Boy (Morpurgo) The Butterfly Lion (Morpurgo)	The Boy in the Tower Wonder War Horse The Boy in the Striped Pyjamas	Skellig White Fang Not the End of the World (Kate Atkinson)
Rich, lyrical prose	The Tale of Peter Rabbit	The Little Prince The Owl Who Was Afraid of the Dark	Charlotte's Web	The Iron Man The Snow Walker's Son	Varjak Paw Tom's Midnight Garden	Sky Song (Elphinstone)	The Adventures of Tom Sawyer