



Cherry Orchard Primary School Reading Progression

<p>Early learning goal</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	
<p>Children in reception will</p>	<ul style="list-style-type: none"> • Retell a familiar, simple story with actions and words using a story map • Explain understanding of story using full sentences • Answer simple comprehension questions such as ‘what will happen next?’ • Engage in story times • Listen to and talk about stories to build familiarity and understanding • Retell a story once they have developed a deep familiarity with the texts; some as • exact repetition and some in their own words • Listen carefully to rhymes and songs paying attention to how they sound • Learn rhymes, poems and songs • Engage in non-fiction texts • Listen to and talk about selected non-fiction to develop a deep familiarity with • new knowledge and vocabulary. • Blend sounds into words, so that they can read short words made up of known • letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Re-read what they have written to check that it makes sense. 	<p>Phonics – Read Write Inc:</p> <p>Daily access to phonics</p> <p>Build on Set 1 single letter sounds with Set 1 “special friends” sounds (ch/sh/th/ng/nk/qu)</p> <p>Continuous review of Set 1 sounds</p> <p>Re-cap Word time 1:1 to 1:4 and build on Word Time including 1:5 to 1:7 – using all set 1 sounds including special friends</p> <p>Learn Set 2 sounds (ay/ee/igh/ow/oo/ar/or/air/ir/ou/oy)</p> <p>Reading ‘green’ words using Set 2 sounds.</p> <p>Read pseudo words (nonsense words) containing set 1 & 2 sounds.</p> <p>Automaticity and Fluency focus to develop and build word recognition over time.</p> <p>Home Learning provision dependent upon phonological awareness :</p> <p>“My Set 1 speed sounds book” is available for all pupils to support home learning.</p> <p>blending books for set 1 words</p> <p>ditty paper sheets</p> <p>red ditty matched phonics book bag books</p> <p>green matched phonics book bag books * matched phonics book bag books</p>

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 multi-syllable words containing taught GPCs • Read contractions and understanding use of apostrophe • Read aloud phonically-decodable texts • Re-read these books to build up fluency and confidence in word reading 	<p>Phonics – Read Write Inc: Daily access to phonics Review of Set 1 including “special friends” sounds (ch/sh/th/ng/nk/qu) & Set 2 sounds Build on Set 2 sounds (ay/ee/igh/ow/oo/ar/or/air/ir/ou/oy) Reading ‘green’ words using Set 2 sounds. Introduce Set 3 (alternative graphemes of Set 2 e.g. ay/a-e/ai) Reading ‘green’ words using Set 3 sounds using ‘Fred Talk’ for segmenting and blending words. Read pseudo words (nonsense words) containing set 1, 2 & 3 sounds. Automaticity and Fluency focus to develop and build word recognition over time. Home Learning dependent upon phonological awareness: * red ditty matched phonics book bag books * green, purple, pink, orange, yellow, blue and grey matched phonics book bag books</p>
Word meaning	<ul style="list-style-type: none"> • Discussing word meanings, linking new meanings to those already known 	
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 	
Understanding and explanation	<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 	
Discussing reading and summarise	<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 	
Poetry and performance	<ul style="list-style-type: none"> • Learning to appreciate rhymes and poems, and to recite some by heart 	
Love of reading	<ul style="list-style-type: none"> • Enjoy listening to a range of texts for a sustained amount of time • Independently select a book of choice 	

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 correspondences• Read most words quickly & accurately without overt sounding and blending
Word meaning	<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
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
Understanding and explanation	<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.
Discussing reading and summarise	<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
Poetry and 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
Love of reading	<ul style="list-style-type: none">• Develop pleasure in reading, expanding on known authors and making choices based on personal preferences.

Year 3

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
Word meaning	<ul style="list-style-type: none">• Using dictionaries to check the meaning of words that they have read
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
Understanding and explanation	<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
Discussing reading and summarise	<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
Poetry and 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
Love of reading	<ul style="list-style-type: none">• Reading books that are structured in different ways and reading for a range of purposes• Develop positive attitudes to reading and understanding of what they read• Read with increased accuracy, independence and fluency with a developed understanding and enjoyment for stories, poetry, plays and non-fiction, learning to read silently.

Year 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
Word meaning	<ul style="list-style-type: none">• Using dictionaries to check the meaning of words that they have read
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
Understanding and explanation	<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
Discussing reading and summarise	<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• Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Poetry and 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
Love of reading	<ul style="list-style-type: none">• Begin to and widen their preference of genre and author• Continue to develop an appreciation of a diverse range of authors and styles outside of their own preference• Develop their stamina further when reading for pleasure

Year 5

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
Word meaning	<ul style="list-style-type: none">• Identifying how language, structure and presentation contribute to meaning
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
Understanding and explanation	<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
Discussing reading and summarise	<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
Poetry and performance	<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
Love of reading	<ul style="list-style-type: none">• Recommending books that they have read to their peers, giving reasons for their choices• 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

Year 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
Word meaning	<ul style="list-style-type: none">• Identifying how language, structure and presentation contribute to meaning
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
Understanding and explanation	<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
Discussing reading and summarise	<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
Poetry and performance	<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
Love of reading	<ul style="list-style-type: none">• Have a developed enjoyment and understanding of language to enhance their reading and writing• Develop a genuine motivation to find out more information through reading such as reading information leaflets before a gallery or museum visit• 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