

## Reading Progression document

At QMPS, to enable our children to become automatic readers, children are taught to read using phonic skills through the systematic teaching of phonics using the Sounds Write scheme. We use phonically decodable books to develop decoding and fluency skills with a variety of other texts being used to extend and deepen their learning and range of vocabulary. Through our Whole Class Reading and Group reading, as well as our Talk4Writing, we show our children how important reading is by providing them with opportunities to enjoy reading and for high quality discussion with their peers and adults. Whole Class and Group reading teaches children reading comprehension skills using VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence/ Summarise). We also use a whole class reader for sharing with the children at the end of the day which is used to further extend vocabulary and enthuse the children into reading.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 now > press > play SATS Reading	Year 6 now > press > play SATS Reading
<b>Decoding and Phonics</b>	<p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Knows information can be relayed in the form of print.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> </ul> <p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>Read and understand simple sentences.</li> <li>Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>Read some common irregular words.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>read books aloud accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>

**30-50 months**

- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Listens to stories with increasing attention and recall.
- Looks at books independently.
- Handles books carefully.

**40-60 months**

- Enjoys an increasing range of books.

***Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:***

- 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
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- learning to appreciate rhymes and poems, and to recite some by heart

***Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:***

- 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
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

***Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:***

- 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
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- 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 [for example, free verse, narrative poetry]

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- 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 [for example, free verse, narrative poetry]

***Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:***

- 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
- 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
- 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

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Comprehension VIPERS skills

<b>Vocabulary</b>	<p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>Enjoys rhyming and rhythmic activities.</li> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>Continues a rhyming string.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>	<ul style="list-style-type: none"> <li>recognise and join in with predictable phrases</li> <li>discuss word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>recognise simple recurring literary language in stories and poetry</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>discuss their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>use dictionaries to check the meaning of words that they have read</li> <li>discuss words and phrases that capture the reader's interest and imagination</li> <li>identify how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>use dictionaries to check the meaning of words that they have read</li> <li>discuss words and phrases that capture the reader's interest and imagination</li> <li>identify how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>identify how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>identify how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>Infer</b>		<ul style="list-style-type: none"> <li>make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
<b>Predict</b>	<p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>Suggests how the story might end.</li> </ul>	<ul style="list-style-type: none"> <li>predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>predict what might happen from details stated and implied</li> </ul>
<b>Explain</b>	<p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>Describes main story settings, events and principal characters.</li> </ul> <p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>They demonstrate understanding when talking to others about what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>identify themes and conventions in a wide range of books</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>identify themes and conventions in a wide range of books</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>recommend books that they have read to their peers, giving reasons for their choices</li> <li>identify and discuss themes and conventions in and across a wide range of writing</li> <li>make comparisons within and across books</li> <li>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</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>recommend books that they have read to their peers, giving reasons for their choices</li> <li>identify and discuss themes and conventions in and across a wide range of writing</li> <li>make comparisons within and across books</li> <li>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</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views</li> </ul>

Retrieve	<p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>Knows that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>discuss the significance of the title and events</li> <li>draw on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>draw on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>retrieve, record and present information from non-fiction</li> </ul>
Sequence	<p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>Encouraging children to develop their own narratives, role play and explanations through play.</li> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures for the beginning, middle and end of a story read</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events from a story, explaining reasons for choices</li> </ul>				
Summarise				<ul style="list-style-type: none"> <li>identify main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>identify main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul>