

## Hanbury CofE First School Reading Progression Summer 2023

**LC1 Verbal reasoning** : how children make sense of what they are reading, learning to explore and detect multiple meanings which make them think hard and think differently about what they are reading and how we teach this

**LC2 Vocabulary** : how children broaden the range of vocabulary they understand and more precise in its use, making connections with different meanings and word origins and how we teach this

**LC3 Language structures** : how children explain how writers use sentence and grammatical structures for specific effects and how we teach this

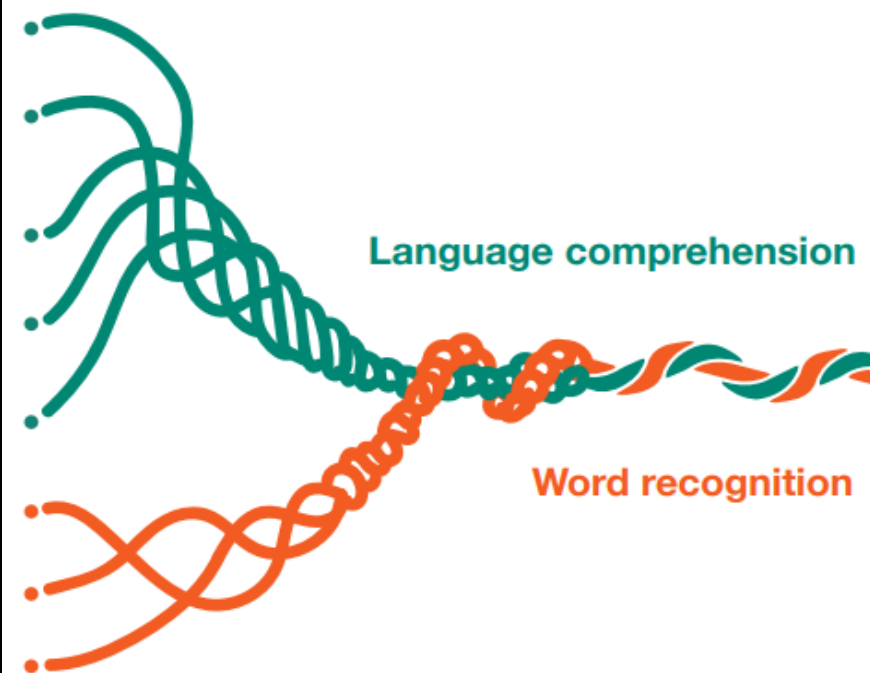
**LC4 Literacy knowledge** : how children identify features that help them to read books in specific ways and make connections between different types of books and how we teach this

**LC5 Background knowledge** : how children develop factual or conceptual knowledge which underpins what they read and how we teach this

**WR1 Decoding** : how children master letter/sound correspondence and how we teach this

**WR2 Phonological awareness** : how children master building phonemes and breaking words into phonemes and how we teach this

**WR3 Sight recognition of familiar words** : how children acquire essential sight vocabulary which uses irregular phonemic patterns and how we teach this



Reading rope based on Scarborough (2001)

Reception	<b>Word reading</b>			
	<b>Decoding</b>	<b>Phonological awareness</b>		<b>Sight recognition of familiar words</b>
	<p>Reads all Phase 2, 3 and some Phase 5 sounds speedily when shown the grapheme. See ELS progression for breakdown.</p> <p>Recognises and reads some digraphs in words.</p>	<p>Orally blends words.</p> <p>Blends sounds to read words containing Phase 2, 3 and some Phase 5 sounds speedily when shown the grapheme. See ELS progression for breakdown.</p> <p>Reads aloud simple sentences and texts that are consistent with their phonic knowledge.</p>		<p>Reads some harder to read and spell words.</p>
	<b>Language comprehension</b>			
	<b>Verbal reasoning</b>	<b>Vocabulary development</b>	<b>Language structures</b>	<b>Literacy knowledge</b>
<p><i>Finds specific information in simple texts they have listened to.</i></p> <p><i>Asks questions to understand what has happened in stories they have read or listened to.</i></p> <p><i>Gives opinions about characters based on their response to the text.</i></p> <p><i>Makes predictions about characters and events in a text.</i></p> <p><i>Retells a familiar story, including the main events.</i></p>	<p><i>Speculates about the possible meanings of unfamiliar words met in reading.</i></p> <p><i>Checks whether possible meanings make sense in the context of the text.</i></p>	<p><i>Follows and anticipates patterns and repeated words or phrases, in familiar narratives.</i></p>	<p><i>Recalls and sequences significant events in a text.</i></p> <p><i>Makes links and comparisons between what happens in texts to their own experiences.</i></p> <p><i>Makes links and comparisons between what happens in texts to other stories they know.</i></p>	

Year 1	<b>Word reading</b>			
	<b>Decoding</b>	<b>Phonological awareness</b>		<b>Sight recognition of familiar words</b>
	Reads all Phase 5 sounds speedily when shown the grapheme.	Applies phonic knowledge to read accurately, including by blending sounds in unfamiliar words.		Automatically recognises and reads all Year 1 harder to read and spell words. See ELS progression for breakdown.
	Recognises and reads all digraphs in words.	Splits two and three syllable words into separate syllables to support blending for reading.		Reads accurately words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter.
	Recognises and uses the different ways of pronouncing the same grapheme, e.g., <i>ow</i> in snow and cow.	Reads words containing <i>-s, -es, -ing, -ed, -er, -est</i> suffixes.		
Reads accurately the alternative graphemes used for each sound e.g. <i>or, oor, ore, aw, au</i> .	Reads aloud accurately texts that are consistent with their developing phonic knowledge.			
	Develops fluency, accuracy and confidence by re-reading and rehearsing these texts for performance.			
<b>Language comprehension</b>				
<b>Verbal reasoning</b>	<b>Vocabulary development</b>	<b>Language structures</b>	<b>Literacy knowledge</b>	
<i>Find specific information in simple texts they have read or listened to.</i>	<i>Speculate about the possible meanings of unfamiliar words met in reading.</i>	<i>Identify how language is used, including patterns and repeated words or phrases, in familiar narratives.</i>	<i>Identify common features of familiar narratives including story openings, settings, characters and endings.</i>	
<i>Ask questions to understand what has happened and what characters say or do in stories they have read or listened to.</i>	<i>Check whether possible meanings make sense in the context of the text.</i>	<i>Identify how language is used, including patterns and repeated words or phrases, in recounts.</i>	<i>Identify significant events in a text, explaining how these events happened.</i>	
<i>Speculate about characters from what they say or do.</i>	<i>Notice common patterns in vocabulary, including plurals and variants on root words, e.g. play, playing, played, playful</i>	<i>Identify how language is used, including patterns and repeated words or phrases, in instructional writing.</i>	<i>Make links and comparisons between what happens in texts to their own experiences.</i>	
<i>Make plausible predictions about characters and events in a text.</i>	<i>Use simple dictionaries utilising their alphabetical organisation.</i>	<i>Identify how language is used in labels and captions.</i>	<i>Make links and comparisons between what happens in texts to other stories they know.</i>	
<i>Retell a story, including the main events.</i>				

<b>Word reading</b>				
<b>Phonological awareness</b>			<b>Sight recognition of familiar words</b>	
<p>Reads frequently encountered words quickly and without overt sounding and blending.</p> <p>Reads accurately by blending sounds in unfamiliar words, especially recognising alternative sounds for graphemes.</p> <p>Reads accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>.</p> <p>Reads accurately words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>.</p> <p>Reads aloud texts closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately by applying their phonic knowledge.</p> <p>Develops fluency, accuracy and confidence by re-reading and rehearsing texts for performance.</p>			<p>Reads a range of common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	
<b>Language comprehension</b>				
<b>Verbal reasoning</b>	<b>Vocabulary development</b>	<b>Language structures</b>	<b>Literacy knowledge</b>	
<p><i>Answers simple retrieval and inference questions.</i></p> <p><i>Asks questions to understand reasons for what has happened and for what characters say or do in what they have read.</i></p> <p><i>Makes inferences about characters and their feelings from what they say or do, drawing on examples from the text.</i></p> <p><i>Makes plausible predictions about characters and events in a text, giving reasons for their predictions.</i></p> <p><i>Retells the main events of a story in sequence in some detail.</i></p> <p><i>Retells some important information they have found out from a text.</i></p>	<p><i>Speculates about the possible meanings of unfamiliar words met in reading.</i></p> <p><i>Checks whether possible meanings make sense in the context of the text.</i></p> <p><i>Reads on and rereads sentences to find the meaning of words which are explained in the text.</i></p> <p><i>Identifies common patterns in vocabulary using this knowledge to suggest meaning.</i></p> <p><i>Uses simple dictionaries and glossaries to locate words using initial letter.</i></p>	<p><i>Identifies how language is used in familiar narratives to mark beginnings and endings, passage of time, direct speech and particular events.</i></p> <p><i>Speculates about why authors might choose particular words or phrases to convey character and setting.</i></p> <p><i>Speculates about why authors might choose particular words or phrases to have a particular impact on the reader.</i></p> <p><i>Identifies how language is used in non-fiction texts in order to help the reader's understanding.</i></p>	<p><i>Identifies common features of familiar narratives including character types, contrasts, problems, twists and morals.</i></p> <p><i>Make comparisons between characters in different familiar narratives.</i></p> <p><i>Gives reasons why events happen, problems arise and characters change over the course of a familiar narrative.</i></p> <p><i>Makes comparisons between different versions of familiar narratives.</i></p>	

<b>Year 3</b>	<b>Word reading</b>			
	<b>Phonological awareness</b>			<b>Sight recognition of familiar words</b>
	<p>Reads aloud texts, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Applies their growing knowledge of root words, prefixes and suffixes to read and understand new words they encounter.</p> <p>Develops fluency, accuracy and confidence by re-reading texts and rehearsing texts for performance.</p>			<p>Reads all common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>
	<b>Language comprehension</b>			
	<b>Verbal reasoning</b>	<b>Vocabulary development</b>	<b>Language structures</b>	<b>Literacy knowledge</b>
	<p><i>Answers simple retrieval and inference questions, making reference to the text.</i></p> <p><i>Asks questions about characters' feelings or actions and events in what they have read.</i></p> <p><i>Infers characters' feelings from what they say or do and their relationship with other characters, justifying inferences with evidence from the text.</i></p> <p><i>Predicts from what they have read in a text how events and characters might develop, updating and modifying their predictions as they read.</i></p> <p><i>Summarises the main events of a story and what is known about a character or an event.</i></p> <p><i>Summarises key information from a short information text.</i></p>	<p><i>Adopts appropriate strategies to identify where they can infer the possible meaning of unfamiliar words, and where they need to look up the meaning.</i></p> <p><i>Checks the plausibility and accuracy of their inference about a word meaning.</i></p> <p><i>Identifies root words and derivatives, common prefixes and suffixes and use this knowledge to suggest possible meanings of unfamiliar words.</i></p> <p><i>Identifies where an author has used specific or precise words and speculates about how these choices affect meaning.</i></p> <p><i>Locates words in dictionaries, glossaries and other alphabetically ordered texts using the first four letters, checking which definition may be relevant to the context.</i></p>	<p><i>Describes how authors use particular words, phrases and sentence structures to convey character and setting and create atmosphere, and how they create an impact for the reader.</i></p> <p><i>Identifies authors' use of figurative language including metaphor and simile and discusses their possible meanings.</i></p> <p><i>Identifies how language is used in non-fiction texts in order to help the reader's understanding.</i></p>	<p><i>Identifies common features of familiar narrative genres including traditional folk tales, fables and parables, myths and legends.</i></p> <p><i>Identifies themes in traditional stories: triumph of good against evil, quest for a prize, journey of discovery.</i></p> <p><i>Describes similarities and differences between stories which they know well and which they have recently read.</i></p> <p><i>Describes and explains how events have unfolded and how characters have changed in different narratives.</i></p> <p><i>Describes similarities and differences between different information texts on the same theme.</i></p>

<b>Language comprehension</b>					
<b>Verbal reasoning</b>		<b>Vocabulary development</b>		<b>Language structures</b>	<b>Literacy knowledge</b>
<b>Year 4</b>	<i>Answers retrieval and inference questions, explaining their answers with evidence from the text.</i>	<i>Adopts appropriate strategies to identify where they can infer the possible meaning of unfamiliar words, and where they need to look up the meaning.</i>		<i>Describes how authors use particular words, phrases and sentence structures to set scenes, create moods, arouse expectations and build tension, and how they create an impact for their reader.</i>	<i>Describes and compares recurring features of narratives, including characterisation, setting, plot development and moral.</i>
	<i>Asks questions about characters' motives and chains of events in what they have read.</i>	<i>Checks the plausibility and accuracy of their inference about a word meaning.</i>		<i>Describes authors' use of figurative language including metaphor and simile.</i>	<i>Identifies cause and effect in narratives in relation to character and plot development.</i>
	<i>Infers the reasons for the way characters behave from what they say and do and their relationship with other characters, justifying inferences with evidence from the text.</i>	<i>Identifies root words and derivatives, common prefixes and suffixes and use this knowledge to suggest possible meanings of unfamiliar words.</i>		<i>Describes and explains the common language features of different types on non-fiction texts.</i>	<i>Identifies links and connections between stories by the same author.</i>
	<i>Uses information from the text and their knowledge of character types to make plausible predictions about the actions of characters, explaining their reasons.</i>	<i>Identifies where an author has used specific or precise words and explains how these choices affect meaning.</i>			<i>Identifies the narrator of the story and can explain how the narrator is or is not related to the characters within the story.</i>
	<i>Summarises what is known about a character and events across a whole story.</i>	<i>Locates any words in dictionaries, glossaries and other alphabetically ordered texts, checking which definition may be relevant to the context.</i>			<i>Compares different information texts on the same theme, identifying differences in how information is presented.</i>
	<i>Summarises key information from what they have read in more than one information text.</i>				