

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

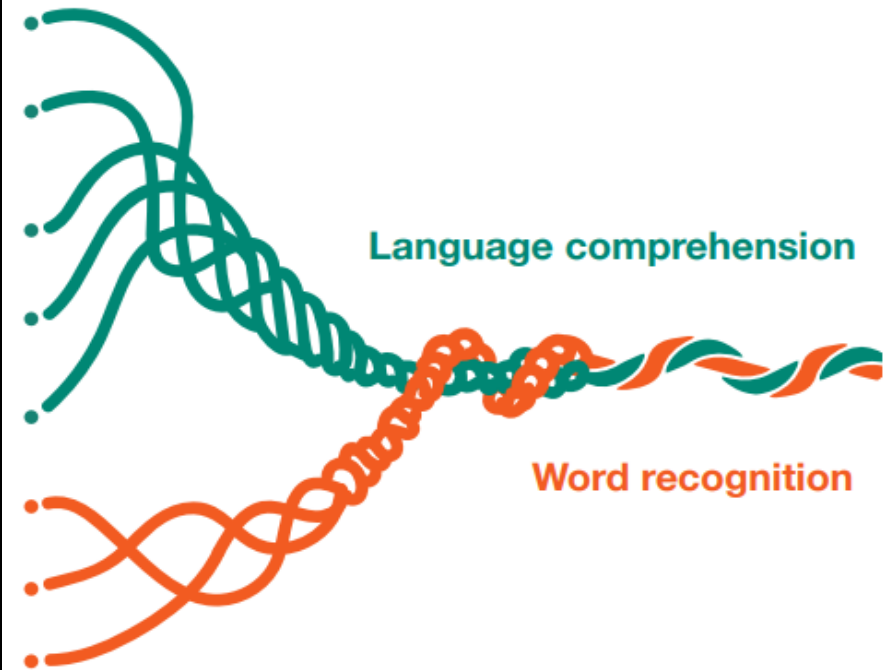
LC4 Literacy knowledge : how children identify features that help them to read books in specific ways and make connections between different types of books and how we teach this

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)

Decoding

Reception	Y1
<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>Reads all Phase 5 sounds speedily when shown the grapheme.</p> <p>Recognises and reads all digraphs in words.</p> <p>Recognises and uses the different ways of pronouncing the same grapheme, e.g., <i>ow</i> in snow and cow.</p> <p>Reads accurately the alternative graphemes used for each sound e.g. <i>or, oor, ore, aw, au</i>.</p>

The decoding strand only sets out objectives for Reception and Year 1. According to the National Curriculum, by the end of Year 1, children are expected to have embedded their decoding skills and the Year 1 Phonics Screening acts as an indicator for this. Moving into Year 2, the focus would be heavily on Phonological Awareness and building fluency in their reading.

Phonological awareness

Reception	Y1	Y2	Y3
<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>Applies phonic knowledge to read accurately, including by blending sounds in unfamiliar words.</p> <p>Splits two and three syllable words into separate syllables to support blending for reading.</p> <p>Reads words containing <i>-s, -es, -ing, -ed, -er, -est</i> suffixes.</p> <p>Reads aloud accurately texts that are consistent with their developing phonic knowledge.</p> <p>Develops fluency, accuracy and confidence by re-reading and rehearsing these texts for performance.</p>	<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 aloud texts, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Applies their phonic knowledge and their growing knowledge of root words, prefixes and suffixes to read accurately new words they encounter.</p> <p>Develops fluency, accuracy and confidence by re-reading texts and rehearsing texts for performance.</p>

Reception	Y1	Y2	Y3
<p>Reads some harder to read and spell words*.</p>	<p>Automatically recognises and reads all Year 1 harder to read and spell words. See ELS progression for breakdown.</p> <p>Reads accurately words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter.</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>	<p>Reads all common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>

****harder to read and spell words are the words that children have to learn to read by sight as they are not phonetically decodable. Children learn to spot the tricky part of the word that does not follow the phonic pattern.***

Verbal reasoning

Reception	Y1	Y2	Y3	Y4
<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>Finds specific information in simple texts they have read or listened to.</i></p> <p><i>Asks questions to understand what has happened and what characters say or do in stories they have read or listened to.</i></p> <p><i>Speculates about characters from what they say or do.</i></p> <p><i>Makes plausible predictions about characters and events in a text.</i></p> <p><i>Retells a familiar story, including the main events and some appropriate details.</i></p>	<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>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>Answers retrieval and inference questions, explaining their answers with evidence from the text.</i></p> <p><i>Asks questions about characters' motives and chains of events in what they have read.</i></p> <p><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></p> <p><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></p> <p><i>Summarises what is known about a character and events across a whole story.</i></p> <p><i>Summarises key information from what they have read in more than one information text.</i></p>

Vocabulary development

Reception	Y1	Y2	Y3	Y4
<p><i>Speculates about the possible meanings of unfamiliar words met in reading.</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 whether possible meanings make sense in the context of the text.</i></p>			<p><i>Checks the plausibility and accuracy of their inference about a word meaning.</i></p>	
	<p><i>Notices common patterns in vocabulary, including plurals and variants on root words, e.g., play, playing, played, playful</i></p> <p><i>Uses simple dictionaries utilising their alphabetical organisation.</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 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>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 explains how these choices affect meaning.</i></p> <p><i>Locates any words in dictionaries, glossaries and other alphabetically ordered texts, checking which definition may be relevant to the context.</i></p>

Literacy knowledge

Reception	Y1	Y2	Y3	Y4
<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>	<p><i>Identifies common features of familiar narratives including story openings, settings, characters, endings.</i></p> <p><i>Makes links and comparisons between what happens in texts to their own experiences.</i></p> <p><i>Identifies significant events in a text, explaining how these events happened.</i></p> <p><i>Makes links and comparisons between what happens in texts to other stories they know.</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>	<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>	<p><i>Describes and compares recurring features of narratives, including characterisation, setting, plot development and moral.</i></p> <p><i>Identifies cause and effect in narratives in relation to character and plot development.</i></p> <p><i>Identifies links and connections between stories by the same author.</i></p> <p><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></p> <p><i>Compares different information texts on the same theme, identifying differences in how information is presented.</i></p>