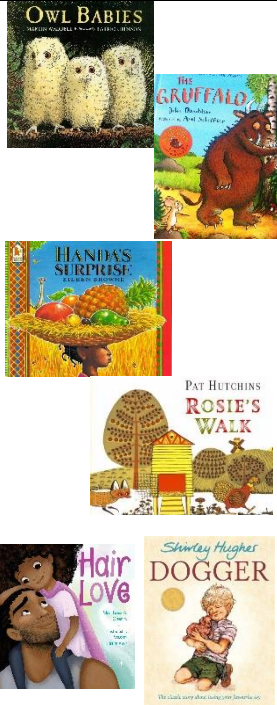
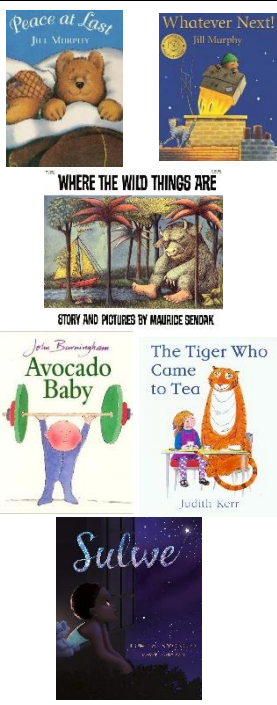
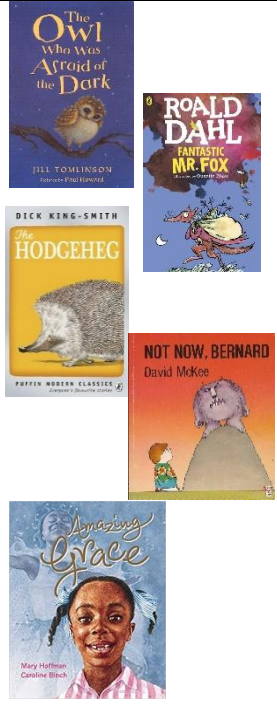



Reading Planning and Progression Map 2020-2021



The purpose of this document is to outline how the teaching of reading at Nanpean School shows clear progression for the learners in each year group. It outlines the essential texts, word reading and comprehension objectives to be taught in each year to ensure consistent coverage of the National Curriculum.

	RECEPTION	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Essential Texts	<p>Owl Babies The Gruffalo Handa's Surprise Rosie's Walk <i>Hair Love</i> Dogger</p> <p>KEY AUTHOR: Julia Donaldson</p>	<p>Peace at Last Where the Wild Things Are Avocado Baby The Tiger Who Came to Tea <i>Sulwe</i> Whatever Next</p> <p>KEY AUTHOR: Jill Murphy</p>	<p>The Owl Who Was Afraid of the Dark Fantastic Mr Fox The Hodgeheg Not Now Bernard (Picture) <i>Amazing Grace (Picture)</i></p> <p>KEY AUTHOR: Roald Dahl</p>	<p>The Iron Man The Sheep-Pig The Lion, the Witch and the Wardrobe <i>The Silence Seeker</i> Gorilla (Picture)</p> <p>KEY AUTHOR: Dick-King Smith</p>	<p><i>Planet Omar</i> Bill's New Frock Charlotte's Web Why the Whales Came Voices in the Park (Picture)</p> <p>KEY AUTHOR: Anne Fine</p>	<p>Stig of the Dump Tom's Midnight Garden <i>The Boy at the Back of the Class</i> Kensuke's Kingdom FARThER (Picture)</p> <p>KEY AUTHOR: Michael Morpugo</p>	<p>Skellig Holes The Hobbit <i>Pigheart Boy</i> The Wolves in the Walls (Picture)</p> <p>KEY AUTHOR: <i>Malorie Blackman</i></p>
							

These are essential texts that the children will know by the end of each year group. One of the books is written by a key author who the children will have KIRFS about. This list can be added to by other extracts and stories at the discretion of the teacher. This includes current authors and genres that the children are interested in.

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>

<https://schoolreadinglist.co.uk/>

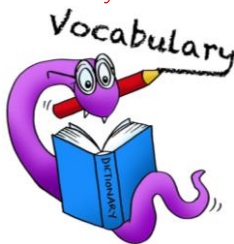
<http://www.longvernal.com/class/whole-school/Books-To-Read-Before-You-Leave-Primary-School.pdf>



Also, books that including BAME:

<https://www.booktrust.org.uk/search/#!?type=Book&cat=548&q=&sortOption=Relevance&pageNo=1>

The next section of the document has been included to support teachers in their teaching of reading skills and progression across all year groups. **Red statements** are statutory requirements of the National Curriculum.

		RECEPTION 30-50 months 40-60 months Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Phonics and Decoding	<i>To enjoy rhyming and rhythmic activities.</i> <i>To show awareness of rhyme and alliteration.</i> <i>To recognise rhythm in spoken words.</i> <i>To continue a rhyming string.</i> <i>To hear and say the initial sound in words.</i> <i>To segment the sounds in simple words and blend them together and know which letter represents some of them.</i> <i>To link sounds to letters, naming and sounding the letters of the alphabet.</i> <i>To use phonic knowledge to decode regular words and read them aloud accurately.</i>	<i>To apply phonic knowledge and skills as the route to decode words.</i> <i>To blend sounds in unfamiliar words using the GPCs that they have been taught.</i> <i>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</i> <i>To read words containing taught GPCs.</i> <i>To read words containing -s, -es, -ing, -ed, -er and -est endings.</i> <i>To read words with contractions</i>	<i>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</i> <i>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</i> <i>To accurately read most words of two or more syllables.</i> <i>To read most words containing common suffixes.*</i>	<i>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</i> <i>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</i> <i>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</i>	<i>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</i> <i>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</i>	<i>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</i> <i>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/-ibly, to read aloud fluently.*</i>	<i>To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</i>
	Common Exception	<i>To read some irregular common words</i>	<i>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</i>	<i>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</i>	<i>To begin to read Y3/Y4 exception words.*</i>	<i>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.</i>	<i>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</i>	


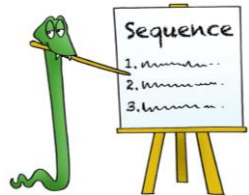
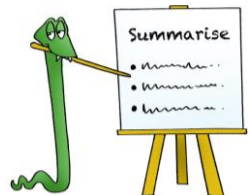
	Fluency	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>	<p>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.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.</p> <p>Any focus on word reading should support the development of vocabulary.</p>			
Reading Comprehension	Correcting Inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To check that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.</p>	<p>To check that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.</p>	<p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context.</p>	<p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context.</p>
	Vocabulary	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To discuss word meaning and link new meanings to those already known.</p> 	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>To use dictionaries to check the meanings of words.</p>	<p>To identify how language, structure and presentation contribute to meaning.</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To use dictionaries to check the meanings of words.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>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.</p>

	Infer	<p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences on the basis of what is being said and done.</p> 	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives, and justify inferences with evidence.	<p>To draw inferences from characters' feelings, thoughts and motives, and justify inferences with evidence.</p> <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
	Predict	<p>To suggest how a story might end.</p> 	To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.

		<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>They demonstrate understanding when talking with others about what they have read</p>	<p>To explain clearly their understanding of what is read to them.</p> <p>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.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p>	<p>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.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To read books that are structured in different ways.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>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).</p>	<p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>To read books that are structured in different ways and reading for arrange of purposes.</p> <p>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.</p> <p>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.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To 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.</p> <p>To listen to guidance on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To distinguish independently between statements of fact and opinion,</p> <p>To provide reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
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Explain



	Retrieve	<p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Describes main story settings, events and characters.</p> 	<p>To ask and answer questions about a text.</p> <p>To discuss the significance of the title and events.</p>	<p>To ask and answer questions about a text.</p>	<p>To retrieve and record information from fiction and non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>
	Sequence/Summarise	<p>Begins to be aware of the way stories are structured.</p> 	<p>To discuss the significance of titles and events.</p>	<p>To discuss the sequence of events in books and how items of information are related.</p>	<p>To identify main ideas from a paragraph and summarise.</p> 	<p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To identify main ideas drawn from more than one paragraph and to summarise these.</p>	<p>Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas.</p>
	Poetry and Performance	<p>To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To recite simple poems by heart.</p> <p>To recognise and join in with predictable phrases.</p>	<p>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.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To recognise simple recurring literary language in stories and poetry.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>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.</p>	<p>To learn a wider range of poetry by heart.</p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

	Non-Fiction	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>	<p>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.</p>	<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>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).</p>
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* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.