



EYFS – Reading Skills Progression

Intent: At Pot Kiln we aim to instill in all our children a love of reading. We give them the very best start they can have - balancing learning to read with enjoyment of books and other texts. We recognise the importance of reading and aim for all of our children to become confident independent readers with an excellent understanding of what they read. We believe that reading 'opens the door' to learning, enabling children to access a wider curriculum. Children who read a lot will go on to become lifelong learners.

Word Reading

Phonics and decoding

- To continue a rhyming string.
- To hear and say the initial sound in words.
- To segment the sounds in simple words and blend them together and know which letter represents some of them.
- To link sounds to letters, naming and sounding the letters of the alphabet.

ELG

- To use phonic knowledge to decode regular words and read them aloud accurately.
- To read some common irregular words.
- To begin to read words and simple sentences.
- To read and understand simple sentences.

Reading comprehension

- To understand humour, e.g. nonsense rhymes, jokes.
- To follow a story without pictures or props
- To enjoy an increasing range of books.
- To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

ELG

- To listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.
- To demonstrate understanding when talking with others about what they have read.
- To answer 'how' and 'why' questions about their experiences and in response to stories or events.

Attitudes to reading

- To play cooperatively as part of a group to develop and act out a narrative.
- To know that information can be retrieved from books and computers.

ELG

- To express themselves effectively, showing awareness of listeners' needs.



Year 1 – Reading Skills Progression

Intent: At Pot Kiln we aim to instill in all our children a love of reading. We give them the very best start they can have - balancing learning to read with enjoyment of books and other texts. We recognise the importance of reading and aim for all of our children to become confident independent readers with an excellent understanding of what they read. We believe that reading 'opens the door' to learning, enabling children to access a wider curriculum. Children who read a lot will go on to become lifelong learners.

Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes [use phonics scheme for expanded assessment of this element]
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and suffixes: -s, -es, -ing, -ed, -er and -est endings
- Read words with contractions and understand that the apostrophe represents the omitted letter(s)
- Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

Reading comprehension

- Begin to link what they read or hear read to their own experiences
- Predict what might happen on the basis of what has been read so far
- Make inferences on the basis of what is being said and done
- Recognise and join in with predictable phrases.
- Discuss word meanings, linking new meanings to those already known
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read and correct inaccurate reading
- Discuss the significance of the title and events

Attitudes to reading

- 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
- Understands the need to take turns.
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently from an increasing range of texts.
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words (most words to be read without overt sounding-out)
- Re-read these books to build up their fluency and confidence in word reading
- Learn to appreciate rhymes and poems, and to recite some by heart



Year 2 – Reading Skills Progression

Intent: At Pot Kiln we aim to instill in all our children a love of reading. We give them the very best start they can have - balancing learning to read with enjoyment of books and other texts. We recognise the importance of reading and aim for all of our children to become confident independent readers with an excellent understanding of what they read. We believe that reading 'opens the door' to learning, enabling children to access a wider curriculum. Children who read a lot will go on to become lifelong learners.

Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing common suffixes by building on the root words taught
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read accurately using contextual clues and improving phonic knowledge, sounding out words accurately without undue hesitation

Reading comprehension

- Draws on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read and corrects inaccurate reading.
- Make inferences on the basis of what is being said and done.
- Answer and ask questions.
- Predict what might happen on the basis of what has been read so far.

Attitudes to reading

- 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
- Take part in role play and drama to help develop and explore characters
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Understand the differences between written and spoken speech
- Discusses the sequence of events in books and how items of information are related.
- Discuss their favourite words and phrases
- Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales (including at a level beyond which they can read independently)
- Read and listen to non-fiction books that are structured in different ways
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Listen to, discuss and express views about a wide range of contemporary and classic stories, poetry and non-fiction at a level beyond that at which they can read independently
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading



Year 3 – Reading Skills Progression

Intent: At Pot Kiln we aim to instill in all our children a love of reading. We give them the very best start they can have - balancing learning to read with enjoyment of books and other texts. We recognise the importance of reading and aim for all of our children to become confident independent readers with an excellent understanding of what they read. We believe that reading 'opens the door' to learning, enabling children to access a wider curriculum. Children who read a lot will go on to become lifelong learners.

Word Reading

- Begin to apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet
- Read further exception words beginning to note the unusual correspondences between spelling and sound, and where these occur in the word
- Begin to try out different pronunciations, attempting to match what they de-code to words they may have already heard but may not have seen in print

Reading comprehension

- Identify most obvious themes and conventions in a wide range of books
- Identify main ideas drawn from more than one paragraph and begin to draw them together
- Predict what might happen
- Draw straightforward inferences made based on own experience: characters' feelings, thoughts and motives from their actions, and with help, can justify inferences with evidence
- With support can identify how language, structure, and presentation contribute to meaning- E.g. use of pictures, size /style of print and some comment on use of adjectives/ adjectival phrases.
- Select effective words and phrases that capture the reader's interest and imagination and discuss why.
- Can identify meaning drawn from one paragraph and summaries it simply
- With assistance retrieve and record information from short / specified sections of non-fiction texts.
- Use contents pages and indexes to locate information

Attitudes to reading

- Retell some fairy stories, and myths and legends orally including main details in sequence.
- 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.
- Prepare poems and play scripts to read aloud and to perform with increased confidence in front of a wider audience.
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Begin to ask questions to improve their understanding of a text
- Develop an awareness of preference in reading
- Increase their familiarity with a wide range of books, including fairy stories in which there are good and evil characters.
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Recognise that there are different types of poetry (shape poetry, nonsense, poetry that follows a pattern) and not all of them rhyme (narrative)
- Read books that are structured in different ways and reading for a range of purposes



Year 4 – Reading Skills Progression

Intent: At Pot Kiln we aim to instill in all our children a love of reading. We give them the very best start they can have - balancing learning to read with enjoyment of books and other texts. We recognise the importance of reading and aim for all of our children to become confident independent readers with an excellent understanding of what they read. We believe that reading 'opens the door' to learning, enabling children to access a wider curriculum. Children who read a lot will go on to become lifelong learners.

Word Reading

- Begin to apply their growing knowledge of root words, prefixes and suffixes 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.
- Try out different pronunciations, attempting to match what they de-code to words they may have already heard but may not have seen in print

Reading comprehension

- Identify themes and conventions in a wide range of books.
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Identify main ideas drawn from more than one paragraph and begin to summarise these.
- Predict what might happen
- Draw inferences such as: characters' feelings, thoughts and motives from their actions, and with help, can justify inferences with evidence.
- Identify how language, structure, and presentation contribute to meaning- E.g. use of pictures, size /style of print and some comment on use of adjectives/ adjectival phrases.
- Select effective words and phrases that capture the reader's interest and imagination and discuss why.
- Can identify meaning drawn from one paragraph and summarise it simply
- Use dictionaries to check the meaning of words they have read.
- Retrieve and record information from non-fiction texts.
- Use contents pages and indexes to locate information.
- Comment on the organisation of texts including use of bullet points and other organisational devices.

Attitudes to reading

- Retell some fairy stories, and myths and legends orally.
- 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.
- Prepare poems and play scripts to read aloud and to perform with increased confidence in front of a wider audience.
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Ask questions to improve their understanding of a text
- Develop an awareness of preference in reading.
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Recognise different types of poetry (shape poetry, nonsense, poetry that follows a pattern) and not all of them rhyme (narrative)
- Read books that are structured in different ways and reading for a range of purposes



Year 5 – Reading Skills Progression

Intent: At Pot Kiln we aim to instill in all our children a love of reading. We give them the very best start they can have - balancing learning to read with enjoyment of books and other texts. We recognise the importance of reading and aim for all of our children to become confident independent readers with an excellent understanding of what they read. We believe that reading 'opens the door' to learning, enabling children to access a wider curriculum. Children who read a lot will go on to become lifelong learners.

Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.
- They rarely misread words because they look closely at all the letters within it
- Work out how to pronounce unfamiliar written words with increasing automaticity
- Read aloud, with confidence and fluency

Reading comprehension

- Identify and discuss themes (e.g. loss/ heroism) and conventions (e.g. use of first person/ diary format) in a wide range of texts
- Make comparisons within and across two or three books
- Consider different accounts of the same event-from e.g. different characters' point of view within the story.
- Identify and discuss viewpoints within a text
- Identify how language, structure and presentation contribute to meaning – e.g. how a text looks, the type of language an author uses (negative, lots of verbs to create a busy scene etc.)
- Recognise that authors use language in different ways to create effect (simile, metaphor, alliteration) and make a simple comment on how this effects the reader. .
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with specific contextual evidence
- Predict what might happen from details stated and implied
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Begins to ask questions to develop understanding of texts independently
- Retrieve, record and present information from non- fiction from a range of sources including the internet.
- Use contents pages and indexes to locate information.
- Distinguish between statements of fact and opinion.
- Identify the main purpose of the text

Attitudes to reading

- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas
- With assistance 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 by making general reference to the text
- Summarise and present a familiar story in their own words
- Begin to use technical language to describe language used (e.g. simile, metaphor)
- Choose to read for pleasure
- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read silently, and then discuss what they have read
- Read books that are structured in different ways and read for a range of purposes
- Read 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 and comments on and identifies similarities and differences between text types (e.g. different cultures, narrative, traditional tales etc.)
- Learn a range of poetry by heart, reading them with expression and understanding
- Recommend books that they have read to their peers, giving reasons for their choices



Year 6 – Reading Skills Progression

Intent: At Pot Kiln we aim to instill in all our children a love of reading. We give them the very best start they can have - balancing learning to read with enjoyment of books and other texts. We recognise the importance of reading and aim for all of our children to become confident independent readers with an excellent understanding of what they read. We believe that reading 'opens the door' to learning, enabling children to access a wider curriculum. Children who read a lot will go on to become lifelong learners.

Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.
- Read most words effortlessly.
- Work out how to pronounce unfamiliar written words with increasing automaticity
- Read aloud, with confidence, pace, fluency and expression, using punctuation and representing the author's intent.

Reading comprehension

- Identify and discuss themes and conventions in a wide range of texts
- Make comparisons within and across two or three books with some explanation.
- Consider different accounts of the same event, using inference from across the text.
- Identify and discuss viewpoints across texts.
- Identify how language, structure and presentation contribute to meaning
- Evaluate how authors use language including figurative language, (simile, metaphor, alliteration) considering the impact on the reader.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from across the text.
- Predict what might happen from details stated and implied
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas, and incorporating quotes.
- Identify the conventions of different types of texts, such as first person in diaries and autobiographies.
- Retrieve, record, synthesise and present information from non-fiction from a range of sources including the internet.
- Use contents pages and indexes to locate information.
- Distinguish between statements of fact and opinion.
- Begin to develop an understanding of how the context in which texts were written can influence content and meaning (e.g. war reports)

Attitudes to reading

- 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.
- 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.
- Ask questions to improve their understanding
- Summarise and present a familiar story in their own words
- Discuss and evaluate how authors use language, including figurative language, using appropriate terminology (e.g. imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader.
- Choose to read for pleasure
- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read silently, and then discuss what they have read
- Read books that are structured in different ways and read for a range of purposes
- Read 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 and comments on and identifies similarities and differences between text types (e.g. different cultures, narrative, traditional tales etc.)
- Prepare poems and plays to read aloud and to perform (including by heart), showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Recommend books that they have read to their peers, giving reasons for their choices

Reading at Pot Kiln

Intent

At Pot Kiln we aim to instill in all our children a love of reading. We give them the very best start they can have - balancing learning to read with enjoyment of books and other texts. We recognise the importance of reading and aim for all of our children to become confident independent readers with an excellent understanding of what they read. We believe that reading 'opens the door' to learning, enabling children to access a wider curriculum. Children who read a lot will go on to become lifelong learners.

Implementation

Early Years Reading: As soon as children start in our Nursery, we begin the teaching of phonics and start to develop children's love of books by modelling reading, sharing stories and encouraging children to explore a range of books as part of their daily routine.

This continues in Reception, where we also begin to teach children to decode (sound out words) and read independently. Children progress at their own pace and, at this early stage, read regularly to an adult on a one-to-one basis as well as participate in Guided Reading sessions. We also talk about the books that we share to develop very important early comprehension skills. To support their work in school, children take home library books to share at home.

Key Stage One: Through a combination of modelled, shared, guided, individual and independent reading, as appropriate, children continue to enjoy their reading success and progress. They learn to understand, analyse and thoughtfully respond to a wider range of texts. Children continue to take books home to support them both in learning to read and reading for pleasure.

Key Stage Two: As our children become increasingly fluent with reading they have, by now, developed the reading skills and strategies to read both for pleasure and to support their work in all areas of the curriculum.

Phonics: At Pot Kiln School we follow the **Letters and Sounds** principles and practice of high quality phonics. The six phases of the Letters and Sounds document provides a structure for the teachers to follow and plan children's progression. Jolly phonic mnemonics are used alongside letters and sounds to support a multi-sensory approach. Letters and sounds is used alongside the National Curriculum Spelling Appendix for KS1 & KS2. The teachers carefully adapt their planning to meet the needs of the children within their class. Children are assessed every half term which will inform future planning.

Guided Reading: From years 1 to 6, children are engaged in robust and timetabled Whole Class reading sessions every day. These reading sessions include pre-reading activities, reading with the teacher, comprehension, vocabulary understanding and reading for pleasure. Across each term, children will engage with a range of fiction, non-fiction and poetry texts.

There is a big emphasis within our school for children to develop their inference skills and a broad vocabulary development. These Guided Reading sessions focus on the various reading domains to fully explore and develop the children's understanding of what they read.

Support Reading Interventions: In our diverse and inclusive school, children who are identified as needing to close the gaps in areas of their reading are put on Intervention Programmes in order to close the gaps as quickly as possible. Across the school children are engaged with extra Phonic lessons, X-Code, Toe by Toe, Wordsmith and daily one to one reading sessions.

Reading for Pleasure: We believe that 'reading for pleasure' is at the heart of teaching children to read. Across the whole school, classes are engaged in reading competitions, trips to the local library and a range of pleasurable, reading activities.

Time is set aside every day, for teachers to read to the children and share quality books from a range of authors. During Book Week, children are engaged in a host of reading activities. We also hold a Scholastic Book Fair where books are promoted and children are encouraged to buy books to read at home.

Each classroom also has its own book area with both fiction and non-fiction books for children to experience. There are also books displayed within class which link to class topics to encourage children to read information and engage in subjects they are learning about.

Reading Schemes

We use the Big Cat reading scheme. There is a range of fiction and non-fiction decodable reading books which is used throughout school to support children in learning to read. We take a combined approach to matching appropriate levels to the books children read which focuses on not only their decodable ability with words, but also an individual's ability to read fluently and fully understand the books they read.

Impact

The impact of the reading emphasis and teaching at Pot Kiln will be...

- High progress measures from a child's initial reading ability.
- Y1 Phonic Screening Check pass rates.
- High levels of comprehension and vocabulary development.
- High levels of engagement in the books children read.
- The ability to read across a range of subjects.
- A fostering of reading for pleasure.