

Sandon Primary Academy Reading Progression

<p style="text-align: center;"><b><u>Nursery</u></b></p> <p style="text-align: center;"><b><u>Birth-Five Matters</u></b></p> <p style="text-align: center;"><b><u>Range 5</u></b></p> <ul style="list-style-type: none"> <li>-Listen to familiar stories with increasing recall.</li> <li>-Joins in with repeated refrains anticipates key events and phrases in rhymes and stories.</li> <li>-Able to use language in recalling past experiences.</li> <li>-Shows an understanding of prepositions such as under, on top, behind using the pictures.</li> <li>-Understand why and how questions.</li> <li>-Use talk to explain what is happening and anticipate what might happen next. -Clap or tap the syllables in words during sound play - Hear and say the initial sound in words.</li> <li>-Begins to be aware of the way stories are structures and tells their own stories.</li> <li>-Talk about events and principal characters in stories.</li> <li>-Use and extend stories they hear in their play, using props and dressing up clothes as they relive and reinvent stories.</li> <li>-Listens to and joins in with stories and poems.</li> <li>-Show awareness of rhyme or alliteration.</li> <li>-Claps and taps syllables in words during sound play</li> </ul>	<p><b>Grow Vocabulary</b> Share stories, rhymes, poems and songs-phonological awareness</p> <p><b>Asking questions</b> <b>Planned Talk-</b> <b>Build Sentences</b> <b>Make up stories</b> <b>Role Play</b></p> <p>Reading for pleasure-weekly visits to the library/library bus. Reading within the curriculum.</p>	<p><b>Grow Vocabulary</b> Share stories, rhymes, poems and songs.</p> <p>Oral blending with fred talk.</p> <p><b>Teach children to name the sound</b> <b>picture frieze</b></p> <p>Reading for pleasure-weekly visits to the library/library bus. Reading within the curriculum.</p>	<p>Read and Write the set 1 sounds. Fred Talk Games</p> <p>Reading for pleasure-weekly visits to the library/library bus. Reading within the curriculum.</p>	<p><b>Book Bags:</b> Book/rhyme, props, pointing stick or star glasses, activity sheet to meet the key objectives from Birth-Five Matters. Fred talk game-linked to story Library share book</p>
		<p><b>Book/ Poem/ Rhyme Spine</b></p>		

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Building Fluent Readers	Year Group	RWI Programme	What reading will look like in school	What reading will look like at home	Children working below ARE
Accuracy	<p><b>Reception ELG</b></p> <p>Back and forth interactions. Commenting on children’s actions, echoing back with new vocabulary. Reading frequently to children. Actively engaging them in fiction, non-fiction and poems. Story telling and role-play- throughout RWI programme and whole school reading spine.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary- throughout RWI programme and whole school reading spine.</p> <p>Anticipate key events in stories- throughout RWI programme and whole school reading spine.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction and poetry- throughout RWI programme and whole school reading spine.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs- speed sound sessions set 1 A- Green.</p> <p>Read words consistent with their phonics knowledge by sound blending- throughout RWI programme.</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including common exception words- From Ditty PCM onwards children will read sentences and red words.</p>	<p>Autumn 1 Set 1A</p>	<p>Read first 16 Set 1 sounds (m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e) Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers Fred Game Pinny Time</p> <p>Weekly reading for pleasure sessions in the library/library bus. Daily timetabled class read. Reading within the curriculum.</p>	<p>Sound cards for the sounds they have learnt Fred games Virtual classroom sent home daily. Library share book</p>	<p>Children Working Below Age related expectations will enter the RWI programme at a stage appropriate level and they will take part in a daily Fast Track Intervention.</p> <p>1:1 reading</p>
		<p>↓</p> <p>Autumn 2 Set 1B</p>	<p>Read 25 Set 1 single letter sounds (m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x) Blend orally; Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers Fred Games Pinny Time</p> <p>Weekly reading for pleasure sessions in the library/library bus. Daily timetabled class read. Reading within the curriculum.</p>	<p>Sound cards for the sounds they have learnt Fred games Virtual classroom sent home daily. Library share book</p>	
		<p>↓</p> <p>Spring 1 Set 1C</p>	<p>Read 25 Set 1 single letter sounds speedily (m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x) Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers Fred Games Pinny Time</p> <p>Weekly reading for pleasure sessions in the library/library bus. Daily timetabled class read. Reading within the curriculum.</p>	<p>Sound cards for the sounds they have learnt Sound blending book Library share book</p>	
		<p>↓</p> <p>Spring 2 Ditties PCM</p>	<p>Read Set 1 Special Friends (ch,ng,nk,qu,sh,th) Read words with Special Friends: Word Time 1.6 Read Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers Fred Games Pinny Time</p> <p>Weekly reading for pleasure sessions in the library/library bus. Daily timetabled class read. Reading within the curriculum.</p>	<p>Sound blending book Photocopy ditty Library share book</p>	
		<p>↓</p> <p>Spring 2/Summer 1 Red Ditty</p>	<p>Review Set 1 Sounds (reading only) (m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x) ch,ng,nk,qu,sh,th) Read 4/5 sound words: Word Time 1.7 Read Word Time 1.1 to 1.6 Read 3/4 sound nonsense words</p>	<p>RWI red ditty book bag book Library share book</p>	

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			<p>Spell using Fred Fingers Fred Games Pinny Time</p> <p>Weekly reading for pleasure sessions in the library/library bus. Daily timetabled class read. Reading within the curriculum.</p>		
		<p>↓</p> <p>Summer 1/ Summer 2</p> <p>Green</p>	<p>Read Set 2 Sounds (ay,ee,igh,ow,oo,oo,ar,or,air,ir,ou,oy) and matching Phonics Green Words</p> <p>Read Set 1 Phonics Green Words including longer words and build speed Read nonsense words Spell using Fred Fingers Afternoon Speed Sound Lessons Pinny Time</p> <p>Weekly reading for pleasure sessions in the library/library bus. Daily timetabled class read. Reading within the curriculum.</p>	<p>RWI green book bag book Library share book</p>	
		<p>↓</p> <p>Summer 2</p> <p>Purple</p>	<p>Read Set 2 Sounds (ay,ee,igh,ow,oo,oo,ar,or,air,ir,ou,oy) and matching Phonics Green Words including longer words</p> <p>Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers Afternoon Speed Sound Lessons Pinny Time</p> <p>Weekly reading for pleasure sessions in the library/library bus. Daily timetabled class read. Reading within the curriculum.</p>	<p>RWI purple book bag book Library share book</p>	
		<p>↓</p> <p>Autumn 1</p> <p>Purple</p>	<p>Read Set 2 Sounds (ay,ee,igh,ow,oo,oo,ar,or,air,ir,ou,oy) and matching Phonics Green Words including longer words</p> <p>Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers Afternoon Speed Sound Lessons Pinny Time</p> <p>Weekly reading for pleasure sessions in the library/library bus. Daily timetabled class read. Reading within the curriculum.</p>	<p>RWI purple book bag book Library share book</p>	<p>Children Working Below Age related expectations will enter the RWI programme at a stage appropriate level and they will take part in a daily Fast Track Intervention.</p> <p>1:1 reading</p>
	<p><b>Year 1 NC</b></p> <p>Apply phonic knowledge and skills as the route to decode words-throughout the RWI programme.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes including alternative sounds-throughout the RWI programme.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught-throughout RWI programme.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.-red words practised from Ditty upwards. Children practise spelling Red Words in the Red Rhythms activity (Yellow-Grey Levels). In the Write About activities for each Storybook, children will use a range of Red Words.</p>	<p>↓</p> <p>Autumn 2</p>	<p>Read the remaining Set 2 Sounds (ay,ee,igh,ow,oo,oo,ar,or,air,ir,ou,oy) and matching Phonics Green Words including longer words.</p>	<p>RWI pink book bag book Library share book</p>	

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Accuracy/ Automaticity

<p>Read words containing taught GPCs and –s, –es, –ing, – ed, –er and –est endings- throughout RWI programme</p> <p>Read other words of more than one syllable that contain taught GPCs- multisyllabic words read from green level upwards.</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)- throughout RWI programme.</p> <p>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- throughout storybooks.</p> <p>Re-read these books to build up their fluency and confidence in word reading-throughout storybooks.</p> <p>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.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discussing word meanings, linking new meanings to those already known.’ - whole school reading and poetry spine.</p> <p>‘Understand both the books they can already read accurately and fluently and those they listen to-throughout RWI programme and reading spine.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading- throughout RWI programme.</p> <p>Discussing the significance of the title and events-throughout the RWI programme.</p> <p>Making inferences on the basis of what is being said and done- throughout the RWI programme.</p> <p>Predicting what might happen on the basis of what has been read so far- throughout the RWI programme.</p>	<p>Pink</p>	<p>Start to read Set 3 Sounds (a-e,ea,i-e,o-e,u-e,oi,ai,oa,aw,ur,er,ire,ear,ure,ew,are,ow) and matching Phonics Green Words Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words Afternoon Speed Sound Lessons Pinny Time</p> <p>Weekly reading for pleasure sessions in the library/library bus. Daily timetabled class read. Reading within the curriculum.</p>		
	<p>↓</p>	<p>Spring 1 Orange</p>	<p>Read Set 3 Sounds (a-e,ea,i-e,o-e,u-e,oi,ai,oa,aw,ur,er,ire,ear,ure,ew,are,ow) and matching Phonics Green Words including longer words Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words Afternoon Speed Sound Lessons Pinny Time</p> <p>Weekly reading for pleasure sessions in the library/library bus. Daily timetabled class read. Reading within the curriculum.</p>	<p>RWI orange book bag book Library share book</p>
	<p>↓</p>	<p>Spring 2/Summer 1 Yellow</p>	<p>Read Set 3 Sounds (a-e,ea,i-e,o-e,u-e,oi,ai,oa,aw,ur,er,ire,ear,ure,ew,are,ow) and matching Phonics Green Words including longer words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words Afternoon Speed Sound Lessons Pinny Time</p> <p>Weekly reading for pleasure sessions in the library/library bus. Daily timetabled class read. Reading within the curriculum.</p>	<p>RWI yellow book bag book Library share book</p>
	<p>↓</p>	<p>Summer 2 Blue</p>	<p>Read Set 3 Sounds (a-e,ea,i-e,o-e,u-e,oi,ai,oa,aw,ur,er,ire,ear,ure,ew,are,ow) and matching Phonics Green Words including longer words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words Afternoon Speed Sound Lessons Pinny Time with speedy green words</p>	<p>RWI blue book bag book Library share book</p>

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Accuracy/ Automaticity	Participate in discussion about what is read to them, taking turns and listening to what others say- throughout RWI programme and whole school reading spine. Explain clearly their understanding of what is read to them- throughout RWI programme and whole school reading spine.		Weekly reading for pleasure sessions in the library/library bus. Daily timetabled class read. Reading within the curriculum.		
	<b><u>Year 2 Autumn</u></b> <b><u>As Above</u></b>	↓  Blue	Read Set 3 Sounds (a-e,ea,i-e,o-e,u-e,oi,ai,oa,aw,ur,er,ire,ear,ure,ew,are,ow) and matching Phonics Green Words including longer words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words Afternoon Speed Sound Lessons Pinny Time with speedy green words  Weekly reading for pleasure sessions in the library/library bus. Daily timetabled class read. Reading within the curriculum.	RWI blue book bag book Library share book	Children Working Below Age related expectations will enter the RWI programme at a stage appropriate level and they will take part in a daily Fast Track Intervention.  Take home a Collins Big Cat reading scheme book appropriately matched to their level of fluency.  1:1 reading
	<b><u>Year 2 Spring</u></b> <b><u>As Above</u></b>	↓  Grey	Read Set 1, 2 and 3 Sounds and Phonics Green Words including longer words speedily Read unfamiliar multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words Afternoon Speed Sound Lessons Pinny Time with speedy green words  Weekly reading for pleasure sessions in the library/library bus. Daily timetabled class read. Reading within the curriculum.	RWI grey book bag book Library share book	
	<b><u>Year 2 Summer NC</u></b> <b><u>Word Reading:</u></b>  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 words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		Daily Literacy Lessons following the Literary Tree Book Spine:  <b>Year 2: Goldilocks, Jim and the Beanstalk, The Dragon Machine, The Great Fire of London, The Bear Under the Stairs, Poetry: Free Verse, The Bear and the Piano, Poetry: Haiku</b>  Guided reading 3x weekly focusing on the assessment strands- vocabulary, comprehension, summary, inference, prediction, structure, and impact- target strands identified using termly PIRA reading assessments. Focus on fluency strategies at the start of sessions when sharing GR texts.  <b>GR Texts: Amelia Earhart, After The Fall, Avacado Baby, Dragon Poems, Flotsam, Good Little Wolf, How to Hide A Lion, How to Hide A Lion at School, Monty the Manatee, On the way Home, The Giraffe the Pelly and Me, The Slightly Annoying Elephant, The Smeds and the Smoos, The Tear Thief, The Twits, The Ugly Five</b>	Collins Big Cat reading scheme- Books carefully matched using Collins Big Cat half-termly fluency assessments. ARE: Gold-Lime  Focus on echo and choral reading strategies.	

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	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Reread these books to build up their fluency and confidence in word reading.</p> <p><b><u>Develop Pleasure in Reading:</u></b></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Participating 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.</p> <p>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.</p> <p><b><u>Vocabulary:</u></b></p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p> <p>Check that the text makes sense by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p><b><u>Comprehension:</u></b></p> <p>Answer and ask questions.</p> <p><b><u>Summary:</u></b></p> <p>Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales.</p> <p><b><u>Inference:</u></b></p> <p>Make inferences on the basis of what is being said and done.</p> <p><b><u>Prediction:</u></b></p> <p>Predict what might happen on the basis of what has been read so far.</p> <p><b><u>Structure:</u></b></p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Be introduced to non-fiction books that are structured in different ways.</p> <p><b><u>Impact:</u></b></p>	<p>Weekly reading for pleasure sessions in the library/library bus</p> <p>Daily timetabled class read.</p> <p>Reading within the curriculum.</p>		
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	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><b><u>Spoken Language</u></b></p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions.</p>			
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Sandon Primary Academy Reading Progression

Accuracy/ Automaticity

**Year 3 and 4 NC**

**Word Reading:**

Read most words fluently Attempt to decode unfamiliar words with increasing speed and skill (use phonic knowledge to decode quickly and accurately).

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 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Develop Pleasure in Reading:**

Develop a positive attitude to reading and an understanding of what they read by:

Reading for a range of purposes.

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Identifying themes and conventions in a wide range of books

Discussing words and phrases that capture the reader's interest and imagination.

**Vocabulary:**

Give / explain the meaning of words in context using dictionaries to check the meaning of words that they have read.

Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.

Discuss authors choice of words and phrases for effect.

Use appropriate terminology when discussing (plot, character and setting).

**Comprehension:**

Retrieve and record information.

Identify key details from fiction and non-fiction.

Retrieve, record and discuss information from non-fiction texts using organisational devices to support.

Ask questions to improve their understanding of a text.

**Summary:**

Identify and summarise main ideas from more than one paragraph.

Daily Literacy Lessons following the Literary Tree Book spine:

Year 3: *The First Drawing, Leon and the Place In-between, The Black Dog, Poetry: Limericks, Sparky, The BFG, The Cloud Tea Monkeys, Poetry: Free Verse, Escape From Pompeii, Poetry: Tanka, The Tin Forest, The Day I Swapped My Dad For Two Goldfish.*

Year 4: *Iron Man, Varmints, Farther, Poetry: Kennings, Winter's Child, Until I Met Dudley, The Lion and the Unicorn, Poetry: Cinquain, Shackleton's Journey, The Story Of Tutankhamun, The Lion the Witch and the Wardrobe, Poetry: Ballads.*

Guided reading 3x weekly focusing on the assessment strands- vocabulary, comprehension, summary, inference, prediction, structure, impact and comparison- target strands identified using termly PIRA reading assessments.

Focus on fluency strategies at the start of sessions when sharing GR texts.

GR Texts: *Bold Women in Black History, Escape from Pompeii LKS2, Fantastic Mr Fox, Leon and the Place Between, Roman Diary, Stone Age Boy, Diary of a Killer Cat, The First Drawing, The Polar Express, The Tin Forest, The Rainforest Grew All Around, Traction Man, Romans on the Rampage.*

GR Texts: *A Stone for Sasha, Anglo Saxon Boy, How to Train Your Dragon, King Arthur, Leon and the Place Between, Oliver and the Seawigs, Pompeii, River Poetry, The Wild Robot, Beowulf.*

Weekly reading for pleasure sessions in the library/ library bus

Daily timetabled class story.

Reading within the curriculum.

Collins Big Cat reading scheme- Books carefully matched using Collins Big Cat half-termly fluency assessments. ARE: Copper-Emerald

Focus on echo and choral reading strategies.

Children Working Below Age related expectations will enter the RWI programme at a stage appropriate level and they will take part in a daily Fast Track Intervention.

Take home a Collins Big Cat reading scheme book appropriately matched to their level of fluency.

1:1 reading



Sandon Primary Academy Reading Progression

	<p><b><u>Inference:</u></b> Draw inferences such as inferring characters feelings, thoughts and motives from their action and justifying inferences with evidence.</p> <p><b><u>Prediction:</u></b> Predict and justify what might happen from details stated and implied.</p> <p><b><u>Structure:</u></b> Identify / explain how information / narrative content is related and contributes to meaning as a whole. Identify how language, structure and presentation contribute to meaning.</p> <p><b><u>Impact:</u></b> Identify / explain how meaning is enhanced through choice of words and phrases. Discussing words and phrases that capture the reader's interest and imagination.</p> <p><b><u>Comparison</u></b> Make comparisons within the text from a variety of genres and writers.</p> <p><b><u>Spoken Language</u></b> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, role play and debates. Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>			
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Sandon Primary Academy Reading Progression

Accuracy/ Automaticity/ Prosody

**Year 5 and 6 NC**

**Word Reading:**

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.

To read fluently and attempt to decode unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.

Read most exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Develop Pleasure in Reading:**

Develop a positive attitude to reading and an understanding of what they have read by:

Listening to, discussing and evaluating 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.

Recommending books that they have read to their peers, giving reasons for their choices.

Identifying and discussing themes and conventions in and across a wide range of writing.

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.

**Vocabulary:**

Give / explain the meaning of words in context.

Use dictionaries to check the meaning of words that they have read.

Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

**Comprehension:**

Retrieve and record information / identify key details from fiction and non-fiction.

Use non-fiction material for purposeful information retrieval.

Ask questions to improve their understanding of a text.

**Summary:**

Identify and summarise main ideas from more than one paragraph.

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.

Daily Literacy Lessons following the Literary Tree Book spine:

**Year 5:** Man Who Walked Between the Towers, The Lost Thing, Hidden Figures, Poetry: Clerihew, The Tempest, The Lost Happy Endings, Poetry: Ode Poems, Anne Frank, The Highway Man, The Firebird, Poetry: Free Verse.

**Year 6:** Rain Player, The Promise, The Arrival, Suffragette the Battle of Equality, Hugo, Romeo and Juliet.

Guided reading 3x weekly focusing on the assessment strands- vocabulary, comprehension, summary, inference, prediction, structure, impact and comparison- target strands identified using termly PIRA reading assessments.

Focus on fluency strategies at the start of sessions when sharing GR texts and 4 aspects of prosody- expression and volume, smoothness, pace and phrasing.

**GR Texts:** Cogheart, Journey to Jo'burg, Kensuke's Kingdom, Leon and the Place Between, Oliver Twist, Rooftoppers, Street Child, There is a Boy in the Girls Bathroom, Who Let the Gods Out?, Bold Women in Black History, The One and Only

**GR Texts:** A Monster Calls, Gregor the Overlander, Here we Are, Holes, Letters from the Lighthouse, Once, Pig Heart Boy, The Thousand Year Old Boy, The Boy at the Back of the Class, The Explorer, The Girl of Ink and Stars, Trash, Brightstorm

Weekly timetabled reading for pleasure sessions in the library/library bus

Daily timetabled class read.

Reading within the curriculum.

Children Working Below Age related expectations will access the Fresh Start RWI intervention at a module appropriate to their level of reading.

Take home a Collins Big Cat reading scheme book appropriately matched to their level of fluency.

1:1 reading

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	<p><b><u>Inference:</u></b> Make inferences from the text / explain and justify inferences with evidence from the text. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying their inferences with evidence. Discuss how character change and develop in a text by drawing on inferences based on indirect clues. Provide reasoned justifications for their views. Distinguish between statements of fact and opinion. Consider different accounts of the same event and discuss viewpoints.</p> <p><b><u>Prediction:</u></b> Predict what might happen from details stated and implied; justify predictions in detail with evidence.</p> <p><b><u>Structure:</u></b> Identify / explain how information / narrative content is related and contributes to meaning as a whole. Identify how language, structure and presentation contribute to meaning.</p> <p><b><u>Impact:</u></b> Identify/ explain how meaning is enhanced through choice of words and phrases. Discuss words and phrases that capture the readers' interest and imagination. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p><b><u>Comparison</u></b> Make comparisons within and across books.</p> <p><b><u>Spoken Language</u></b> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates.</p>			
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Sandon Primary Academy Reading Progression

	<p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>			
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