



Chelmondiston C of E Primary School
Big Ideas Progression in Reading



Subject Intent: Our English curriculum promotes and facilitates spoken and written fluency, ensuring that pupils have the skills and confidence to communicate their ideas and emotions in a variety of ways. Reading fuels development in all other aspects of language ability and skill. It enriches pupils culturally, emotionally, intellectually, socially and spiritually. Engagement with high quality contemporary and classic literature is integral to this endeavour. Through reading, pupils are able to acquire knowledge, make connections and further build on what they know. For pupils to engage fully in society, it is essential that they develop fluency in literacy. Fluency and confidence in written and spoken communication support the development of knowledge and skills across all other areas of the curriculum.

Big Idea: Fluency and Comprehension

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG) Make comments about what they have heard and ask questions to clarify their understanding. (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG) 	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for the 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read many common exception words. Read aloud accurately books that are consistent with developing phonic knowledge. Understand both the books he/she can already read accurately and 	<ul style="list-style-type: none"> Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. Recognise alternative sounds for graphemes. Read accurately words of two or more syllables that contain graphemes taught so far. Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding. Read aloud books closely matched to 	<ul style="list-style-type: none"> Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word (linked to spelling English Appendix 1). Maintain positive attitudes to reading and understanding of what he/she reads by discussing a wide range of fiction, poetry, plays and non-fiction. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books. Understand what he/she reads 	<ul style="list-style-type: none"> Apply further growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand meaning of new words he/she meets, to include sub-, inter-, super-, anti-, auto-, -ation, -ous (English Appendix 1). Read and decode further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (English Appendix 1). Maintain positive attitudes to 	<ul style="list-style-type: none"> Read aloud and understand the meaning of new words that he/she meets linked to expectations of Year 5 spelling. Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with 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. Maintain positive attitudes to reading and understanding of 	<ul style="list-style-type: none"> Read aloud and understand the meaning of new words that he/she meets linked to expectations of Year 6 spelling. Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books including from our literary heritage and books from other cultures and traditions. Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that

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	<ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound blending. (ELG) • Say a sound for each letter in the alphabet and at least 10 digraphs. (ELG) • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG) • Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role-play. (ELG) 	<p>fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense as he/she reads and corrects inaccurate reading. • Discussing the significance of the title and events. • Predicting what might happen on the basis of what has been read so far. 	<p>his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <ul style="list-style-type: none"> • Reread books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. • Understand both the books he/she can already read accurately and fluently and those he/she listens to by: <ul style="list-style-type: none"> • Checking that the text makes sense as he/she reads and corrects inaccurate reading. • Answering questions and making links. • Making plausible predictions about what might happen on the basis of what has been read so far. 	<p>independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <ul style="list-style-type: none"> • Understand what he she reads independently by predicting what might happen from details stated. • Retrieve and record information from non-fiction. 	<p>reading and understanding of what he/she reads by discussing a wide range of fiction, poetry, plays and non-fiction and reference books or text books.</p> <ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read. • Understand what he she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context. • Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying 	<p>what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.</p> <ul style="list-style-type: none"> • Understand what he she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. • Retrieve and record information from non-fiction over a wide range of subjects. 	<p>support the main ideas and using quotations for illustration.</p> <ul style="list-style-type: none"> • Provide reasoned justification for his/her views.
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					<p>inferences with evidence clearly taken from the text.</p> <ul style="list-style-type: none"> • Understand what he she reads independently by predicting what might happen from details stated or implied. • Understand what he/she reads independently by identifying main ideas from more than one paragraph and summarise these. • Retrieve and record information from non-fiction over a wide range of subjects. 		
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Big Idea: Communication

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG) • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG) 	<ul style="list-style-type: none"> • Participate in discussion about what is read to him/her, taking turns and listening to what others say. • Explain clearly his/her understanding of what is read to him/her. 	<ul style="list-style-type: none"> • Participate in discussion about books, poems and other words that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • Participate in clear, reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously. 	<ul style="list-style-type: none"> • Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for his/her views.

Big Idea: Expression and Enrichment							
Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG) 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known. Discussing a wide range of poems, stories and non-fiction at a level beyond that which he/she can read independently. Being encouraged to talk about events in what is read or heard and link them to his/her own experience. Becoming very familiar with key stories, fairy stories and traditional tales, retelling 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which he/she can read independently. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. 	<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what he/she reads, increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Maintain positive attitudes to reading and understanding by reading aloud poems and performing playscripts. 	<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. 	<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 	<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions. Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.

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		<p>them and considering their particular characteristics.</p> <ul style="list-style-type: none">• Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some of them by heart.					
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