



St Mary's Catholic Primary School Reading Progression

Subject:	Reading at St Mary's Catholic Primary School
Subject Intent:	<p>Our Reading curriculum is designed to ensure all children know that reading is an open door to all other learning opportunities. They understand that reading frequently makes them a good reader, and being a good reader expands their world. Our children will embrace their own individual reading journey and will celebrate their reading milestones as they develop new strategies, learn new words, explore different genres, discover unknown authors, experience unfamiliar settings and unpick hidden meanings. By continually reflecting on their own reading journey, our children will not only be able to read, but most importantly, will want to read.</p> <p>We do this through:</p> <ul style="list-style-type: none">• Developing children's' competence in both dimensions of reading: word reading and comprehension.• Prioritising reading for our early and developing readers; giving them the knowledge and skills to decode, learn and recognise a growing bank of words.• Ensuring Quality First Teaching, where every child is treated as an individual, and additional support is put in place to make sure all children can 'keep up'.• Fostering an appreciation and love of reading for all of our children.• Developing curious learners who confidently participate in dialogue by questioning, relating to, expressing views and engaging in discussions around a range of quality, engaging texts.• Placing books, texts and images at the heart of daily school life.• Ensuring all of our children transition to high school as enthusiastic, fluent and confident readers.
Phonics	<p>What phonics scheme do we use at St Mary's and why?</p> <ul style="list-style-type: none">• We follow the Read, Write Inc. (RWI) phonics scheme.• In our aim to develop flourishing readers, we know that a structured approach to phonics is an efficient method to gain momentum in an important facet of reading development early and quickly. As reading is a multifaceted skill, we ensure that teaching also focuses on fluency, motivation, comprehension and enjoyment.• We know, from rigorous assessment, that RWI phonics gives our children the ability to recognise how letters translate into sounds at this vital stage of their reading journey.• We know from research that comprehension cannot begin until we can read at least 80 words per minute.• The RWI scheme focuses on developing phonic knowledge and increasing fluency of reading which will enable the reader to comprehend (understand) the text they are reading.• This systematic way of teaching is beneficial to all of our children, and essential to some.• Children have frequent exposure to new words which aids their automaticity of reading. This approach is embedded through daily phonics teaching, guided reading sessions, repeated reading and banded home reading books.• When appropriate during the summer term, children in Pre-school will be introduced to the initial sounds in short five minute sessions. During daily continuous provision sessions the children will have an opportunity to explore and find out



St Mary's Catholic Primary School Reading Progression

	<p>about the sounds that letters make and the shape of letters. They will participate in play based activities such as tracing a letter in the sand while saying the RWI mnemonic. They will also be introduced to Fred Talk and oral blending skills.</p> <ul style="list-style-type: none">• Phonological awareness is foundational and vital for our children to access the school curriculum. We know that word-reading is a prerequisite step for every child's reading success.
Supporting all children to become proficient readers:	<ul style="list-style-type: none">• Our learners are assessed regularly and closely tracked. Groups are changed to reflect the needs of the children who are placed on our scheme.• Daily 1:1 keep up sessions for children who are falling behind with their phonics speed sounds.• Decodable readers sent home which are linked closely with the reading they have completed within their daily phonics/guided reading group.• Children who have failed the phonics screening test again at the end of Year 2 are provided with daily remain on RWI as an intervention.• Fresh Start is a daily phonics/reading intervention aimed at children in Year 5 and Year 6• Our children are provided with two books to read with at home. One is a 'love to read' book to share for pleasure in addition to 'learn to read' RWI book to share with parent / carer.• When children have completed RWI, they are assessed on Accelerated Reader (AR) where they can choose stage appropriate books about which they can later complete a quiz.• Children take home a 'love to read' book to share for pleasure in addition to 'learn to read' AR book to share with parent / carer.• Daily reading at home is expected by every child in school.
Reading Spine:	<p>Each year group has a set of 6 texts that make up our reading spine.</p> <ul style="list-style-type: none">• The composition of the books/texts chosen for the spine underpin (where possible) our wider curriculum.• The text extracts used for VIPERS sessions link with the whole class reading spine book and will cover the following genres:<ul style="list-style-type: none">➤ Fiction➤ Non-fiction➤ Poetry
Development :	<ul style="list-style-type: none">• When developing our reading skills progression grid, we wanted to include skills that are beyond the skills of effective comprehension to include skills our learners need to demonstrate to be confident, lifelong and enthusiastic readers.• We used the simple view of reading to ensure our plans allow our children to be fluent word readers but with strong comprehension skills. This is alongside a wider love/appreciation of books and how they support reading development and understanding across the curriculum too.



St Mary's Catholic Primary School Reading Progression

Reading Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Reading for Pleasure</p> <p>We use a range of approaches to develop an enjoyment of reading in our children.</p>	<p>I can enjoy a range of books and can begin to explain why.</p> <p>I enjoy rhyming and rhythmic activities.</p>	<p>I enjoy listening to a range of stories, poems and non-fiction read to me.</p> <p>I enjoy reading different books and talking about them.</p> <p>I am beginning to explain what type of books I like and dislike.</p>	<p>I enjoy listening to a range of stories, classic, contemporary poetry and non-fiction.</p> <p>I choose to read different books and enjoy sharing them.</p> <p>I am able to explain what type of books I like and dislike and why.</p>	<p>I enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, nonfiction and reference books.</p> <p>I can discuss books written by a familiar author.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p>	<p>I enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, nonfiction and reference books.</p> <p>I can talk about books by a familiar author and explain why I like or dislike them.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p>	<p>I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) to read for a range of purposes.</p> <p>I can 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.</p> <p>I can select and read books written by a favourite author.</p> <p>I can recommend and Comment positively on texts that I have read.</p>	<p>I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) to read for a range of purposes.</p> <p>I can 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.</p> <p>I can select and read books written by a favourite author.</p> <p>I can recommend authors and texts to others and give reasons for my choices.</p>



St Mary's Catholic Primary School Reading Progression

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<p>Developing 'reading sense'</p> <p>Link to VIPERS Book Talk</p>	<p>Pre-school: Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Learning to read: Read with growing fluency texts linked to their ability and that meet the ELG by the end of Reception.</p>	<p>Check that a text makes sense to them as they read and to self-correct.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Check that the text makes sense to them as they read and to correct inaccurate reading.</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.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Provide reasoned justifications for their view.</p>		



St Mary's Catholic Primary School Reading Progression

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<p>Reading words – decoding</p> <p>In our school, we teach phonics using a systematic approach. The scheme we use is called Read, Write Inc.</p>	<p>Read, Write Inc (RWI) Synthetic Phonics Scheme taught here. Year 2 children begin VIPERS once off RWI</p> <p>ELG: Recognise letters and the sounds they make.</p> <ul style="list-style-type: none"> - Set 1 and 2 RWI <p>Use phonics to sound out and blend new words.</p> <p>Read simple sentences.</p> <p>30 to 50 months:</p> <p>Show an awareness of rhyme and alliteration. Recognise rhythm in spoken words</p> <p>Recognise rhythm in spoken words.</p> <p>40-60 months:</p> <p>Continue a rhyming string. Hear and say the initial sound in words. Segment the sounds in simple words and blend them together and know which letter represents some of them.</p>	<p>Read accurately and fluently books that are consistent with phonic knowledge and re-read these books to build up fluency and confidence in words reading. Use set 3 phonics to sound out and blend new words. Read red words and words with one or more syllable, including common exception words. Read multisyllabic words containing taught letter/sound correspondences. Read common suffixes with -s,-es,-ing,-ed,-er and -est endings. Read contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe stands for the missing letter. Read aloud a Phonetically decodable text.</p>	<p>Read accurately and fluently without overt sounding and blending with a target of at least 90 words per minute.</p> <p>Read accurately by blending, including alternative sounds for graphemes and read multisyllabic words containing these graphemes.</p> <p>Read 'red' words and words with two or more syllables noting unusual correspondences .</p> <p>Check that the text makes sense as they read and self-correct.</p> <p>Identify and read words with common suffixes and common exception words.</p>	<p>Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.</p> <p>Apply 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.</p> <p>Apply 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.*</p> <p>Read Year 3/4 common exception words.</p>	<p>Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.</p> <p>Apply knowledge of root words, prefixes and suffixes to understand new words – see Year 3 examples.</p> <p>Read most/all Year ¾ common exception words.</p>	<p>Use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.</p> <p>Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.</p> <p>Use the syntax and semantics that surround a new word to support understanding of its meaning – read around the word.</p> <p>Read all Year 3/4 common exception words.</p> <p>Read most Year 5/6 common exception words</p>	<p>Confidently use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar and be able to share how the placement of the word in the text supports understanding of the meaning.</p> <p>Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.</p> <p>Use the syntax and semantics that surround a new word to support understanding of its meaning – read around the word.</p> <p>Read most/all Year 5/6 common exception words.</p>



St Mary's Catholic Primary School Reading Progression

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<p>Exploring Language/ Vocabulary</p> <p>VIPERS LINK: V =Vocabulary</p>	<p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Be able to tell oral stories to explain/ explore language</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Identify and talk about meanings of words linking meaning to those they already know.</p> <p>Find words with similar meanings.</p>	<p>Identify new language and know how to find out what a new word means</p> <p>Talk about favourite words and phrases and identify within books, use in oral speech and writing.</p> <p>Begin to use dictionaries to check the meaning of words with support and discuss how this fits into the text.</p>	<p>Use dictionaries to check the meaning of words read with support.</p> <p>Discuss words and phrases that capture the reader's interest and imagination and begin to explain why.</p> <p>To begin to use the wider text to support understanding of topic specific vocabulary.</p> <p>Check a text makes sense using an understanding of the words in context.</p>	<p>Confidently use dictionaries to check the meaning of words read and a thesaurus to find words of similar meaning.</p> <p>Check a text makes sense using an understanding of the words in context and explain it.</p> <p>Discuss words and phrases that capture the reader's interest and imagination and begin to explain why.</p> <p>Within wider reading, identify topic specific vocabulary and explore the meaning.</p>	<p>Begin to use evidence to explain how authors' use of language impacts on the reader.</p> <p>Evaluate the impact of figurative language on the reader and offer a critique.</p> <p>Distinguish between statements of fact and opinion with evidence.</p> <p>Understand, explore and explain the meaning of words in context with growing independence across all texts.</p>	<p>Understand, explore and explain the meaning of words in context.</p> <p>Discuss the vocabulary and phrases chosen by authors and its intended impact on the reader.</p> <p>Use evidence to explain how authors' use of language impacts on the reader.</p>



St Mary's Catholic Primary School Reading Progression

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<p>Retrieving, Recounting and Summarising/Sequencing</p> <p>VIPERS LINK: R = retrieval (KS1) S = summarising (KS2)</p>	<p>Tell others about what they have read with growing independence</p> <p>Play cooperatively as part of a group to develop and act out a narrative.</p> <p>Begin to retell familiar stories. Describe main story settings, events and main characters.</p> <p>Follow a story Without pictures or props.</p> <p>Know that information can be retrieved from books and computers.</p>	<p>Sequence and retell the events of a story they are familiar with e.g. traditional tales and fairy stories.</p> <p>Identify the beginning, middle and end of a text/story.</p> <p>Talk about what they have read with others.</p> <p>Develop their knowledge of retrieval through images.</p> <p>Retell familiar stories orally and sequence the events of a story they are familiar with.</p>	<p>Retell a range of stories, traditional tales and fairy stories which shows a good understanding of the sequence of events</p> <p>Asking and answering retrieval questions.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Understand what the purpose of summarising is.</p> <p>Identify and summarise main ideas in a text.</p> <p>Retell a wider range of stories orally. E.g. fairy stories, myths and legends</p> <p>Retrieve and record information from a fiction text.</p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Retell a wide range of stories orally.</p> <p>Retrieve and record information from more than one paragraph in a fiction text by beginning to skim and scan.</p>	<p>Use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension.</p> <p>Accurately summarise key points from paragraphs and then link their paragraph summaries to main ideas.</p>	<p>Independently use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension.</p> <p>Summarise main ideas from more than one paragraph by identifying key details to support the main ideas.</p>



St Mary's Catholic Primary School Reading Progression

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<p>Making Inferences/Predicting</p> <p>VIPERS LINK: I = inference P = predictions E = explain</p>	<p>Talk about what might happen in a book by answering 'how' and 'why' questions.</p> <p>Guess/suggest what might happen next and how a story might end.</p>	<p>Find clues in a text based on what has been said and done.</p> <p>Make predictions based on clues from the text/what they have read so far and justify your answers orally.</p>	<p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Developing inference through use of pictures and film.</p>	<p>Infer a character's feelings, thoughts and motives through their actions and interactions with others.</p> <p>Justify inferences/predictions with evidence.</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Make predictions based on evidence from the text and begin to explain how this supports their prediction.</p>		<p>Draw inferences from the text about characters' feelings, thoughts and motives through their actions and interactions between other characters and the environment.</p> <p>Use evidence from the text to support decisions and explain how this evidence supports their point of view.</p> <p>Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows.</p>	<p>Draw inferences from the text about characters' feelings, thoughts and motives through their actions and interactions between other characters and the environment.</p> <p>Use evidence from the text to support decisions and explain how this evidence supports their point of view.</p> <p>Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows.</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>



St Mary's Catholic Primary School Reading Progression

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Personal reflection on reading VIPERS LINK: E = explain	Talk about books they like and explain why/ demonstrating understanding. Understand humour, e.g. nonsense rhymes, jokes.	Explain how the storyline and pictures make them feel.	Give their opinion about a story, poem or non-fiction text and begin to justify their opinion. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Give their opinion on a story, poem or non-fiction text and justify their reasoning using evidence from the text. Begin to identify how language, structure, and presentation contribute to meaning.	Draw on experiences from texts and begin to compare. Give their opinion on similar themes and characters across texts.	Discuss and evaluate how authors use language for effect. Give reasons to justify views based on evidence from the text. Begin to evaluate the similarities of text structures across texts.	Discuss and evaluate how authors use language for effect including figurative language. Participate in discussions about books and build on own and others' ideas and challenge views respectfully including evidence from the text.
Reading Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comparing/connecting texts	Talk about books that are alike and why with increasing attention and recall. Listen to stories, Accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Demonstrate understanding	Identify similarities and differences between stories. Recognise and join in with predictable phrases. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Discuss and share my opinions about different texts and listen to other people's views. Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognising simple recurring literary language in stories and	Compare texts that are structured in different ways. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends. Compare books by the same and different authors. Reading books that are structured in different ways and reading for a range of purposes.	Use evidence to justify my opinions when comparing. Identify themes and conventions used by different authors. Compare texts that are structured in different ways. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Participate in discussion about	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Compare themes and conventions across a wide range of genres and asking comparisons within and across books. Reading books that are structured in different ways and reading for a range of purposes.	Compare themes and conventions across a breadth of texts. Give reasoned justifications for views across a breadth of texts using evidence to support answers. Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other



St Mary's Catholic Primary School Reading Progression

	when talking with others about what they have read.		poetry	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.	both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Give reasoned opinions for views when comparing within and across texts and use evidence to support answers.	cultures and traditions
Reading Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identifying features and conventions in texts VIPERS LINK: R = retrieval	Know the different parts of a book.	Recognise and join in with repeated patterns and phrases. Name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter	Identify a sequence of events in a book. Identify and use the structure of nonfiction books.	Identify common themes in a wide range of books. Recognise different forms of poetry. Use the structure of a non-fiction book to retrieve information.	Identify themes and conventions in a wide range of books. Recognise different forms of poetry (narrative and free verse). Understand how language, structure and presentation adds meaning to the text. Use the structure of a non-fiction book to retrieve and record information.	Understand the features of different texts. Comment on why texts have been structured in different ways. Retrieve, record and present information from non-fiction texts.	Confidently comment on the structure and layout of a text. Compare structures of different texts and comment on their effectiveness. Identify how the structure of texts supports and guides the reader.
Reading Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non Fiction	Talk about what they liked and did not like in the books they read and share.	Discuss features and layout of non-fiction text.	Introduce non-fiction books that are structured in different ways. Understand what the purpose of a nonfiction book is	Discuss features and layout of non-fiction text and compare to fiction. Retrieve and record information from non-fiction with an increasing understanding of how the structure of the text supports retrieval.		Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Apply knowledge from non-fiction texts to writing across a range of genres.	



St Mary's Catholic Primary School Reading Progression

How do we teach and embed these progressive reading skills?

- Daily RWI lessons – a systematic approach to 'jump start' children's word reading skills.
- Daily RWI guided reading sessions – Carefully matched reading books to promote word reading and comprehension. Opportunity for choral, paired and individual reading.
- RWI Anchor text – To provide context for children as well as promote an enjoyment of books and to hear/see expertly modelled reading.
- RWI Book Bag Books – Engagement with parents/carers, celebrate individual success at reading, reading comprehension and word reading.
- Reading for pleasure sessions – Weekly session for children to enjoy reading / listening to reading material of their choice.
- VIPERS text extract – A carefully selected (more challenging) extract read 4x per week used to build mental models around the reading spine text. Vital for comprehension. Enhances reading fluency. Practice of short passages used to build up reading stamina. Difficulty level of text is unpicked with skilful instruction.
- VIPERS 'I think, I wonder' – A gateway to discussion around a text, asking questions and making predictions, encourages classroom talk.
- VIPERS text-to-text – Discussion opportunity to make links across texts, within texts and to compare authors. Tends to oral language development by talking about reading.
- VIPERS text-to-self – Discussion opportunity to relate text to own experiences. Tends to oral language development by talking about reading.
- VIPERS text-to-world – Discussion opportunity to relate text to wider world. Tends to oral language development by talking about reading.
- VIPERS Comprehension – Daily focus on a comprehensive skill, using explicit teaching and modelling.
- Vocabulary development focussing on the spoken element and understanding of vocabulary. (Oracy)
- Spellings sessions – Exploration of etymology, morphology, homophones, synonyms, antonyms, word meaning, and increase vocabulary bank.
- 1:1 reading with adults – Children practise reading aloud and engage in 1:1 discussions.
- End of day story
- Accelerated Reader is used to progress on from the RWI scheme. Regular assessment of children is made to ensure they are progressing in their word reading (90%- 94% reading accuracy), as well as understanding.
- Reading Diary – Regular engagement with parents and carers. Children are also encouraged to question the texts they read as well as respond with comments.
- Organisation of Environment – Reading enjoyment is promoted in all classrooms with a well-organised reading corner, including a carefully-selected range of reading material.
- School Library – An appealing selection of fiction, non-fiction and poetry. Book selection encouraged through independent choices, peer recommendations and guidance of adults within reading zones.
- Reading across the curriculum – All knowledge in our curriculum is sequenced with care. For this reason, texts and reading opportunities are consistently presented across all areas of our curriculum. Reading and talking about reading plays a fundamental role in every school day. The complexity of any text-based source is mediated with the teacher's understanding of their children's reading development.