

**St Barnabas CE Primary School**  
**Progression in Reading – Years R - 6 Routes to reading**

	<b>Nyong'o</b>	<b>Attenborough</b>	<b>Johnson Y2 and 3</b>	<b>Farah</b>		<b>Kahlo</b>	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key Texts</b>	<ul style="list-style-type: none"> <li>• Mr Gumpy's Outing</li> <li>• Goodnight Moon</li> <li>• Whatever Next!</li> <li>• Goldilocks &amp; the Three Bears</li> <li>• The Three Little Pigs</li> <li>• On the Way Home</li> <li>• The Gruffalo</li> <li>• The Polar Express</li> <li>• Owl Babies</li> <li>• Six Dinner Sid</li> <li>• Whatever Next!</li> <li>• Handa's Surprise</li> <li>• Rosie's Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Where the Wild Things Are</li> <li>• Peter Rabbit</li> <li>• Little Red Riding Hood</li> <li>• Winnie the Pooh</li> <li>• Into the Forest</li> <li>• The Day the Crayons Quit</li> <li>• Three Little Wolves and the Big Bad Pig (Link to YR)</li> <li>• The Tiger who came to tea</li> <li>• Grandad's Island</li> <li>• Lost and Found</li> <li>• Book with no Pictures</li> <li>• Not now Bernard</li> <li>• The Red Tree</li> </ul>	<ul style="list-style-type: none"> <li>• The Magic Faraway Tree</li> <li>• Jack and the Beanstalk</li> <li>• The Trouble with Trolls</li> <li>• Anthony Brown book?</li> <li>• Fantastic Mr Fox</li> <li>• The Wolf Story: What really happened to Little Red Riding Hood (Link to Y1)</li> <li>• Danny the Champion of the World</li> <li>• The Building Boy</li> <li>• Ning, Nang, Nong - poem.</li> <li>• Tadpole's Promise</li> <li>• The Colour Monster</li> <li>• Wolves</li> </ul>	<ul style="list-style-type: none"> <li>• Charlotte's Web</li> <li>• Pippi Longstocking</li> <li>• A Bear called Paddington</li> <li>• Firework Maker's Daughter</li> <li>• Dominic Grows Sweetcorn</li> <li>• Woof</li> <li>• Nim's Island</li> <li>• Tale of Despereaux</li> <li>• Iron Man</li> <li>• Cloud Busting</li> </ul>	<ul style="list-style-type: none"> <li>• Alice in Wonderland</li> <li>• The Lion, The Witch and The Wardrobe</li> <li>• The Railway Children</li> <li>• The Clockwork Sparrow</li> <li>• The Infinite Lives of Maisy Day</li> <li>• Podkin One-Ear *</li> <li>• Clockwork</li> <li>• Who Let the Gods Out?</li> <li>• The Girl of Ink and Stars</li> </ul>		
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<b>Decoding / Fluency</b>	<p>Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy alongside 'tricky' words.</p> <p>Children are taught to read through reading practice sessions three times a week. Books are matched to the children's secure phonic knowledge using the <i>Little Wandle Letters and Sounds Revised</i> assessments and book matching. Each reading practice session has a clear focus on three key reading skills: decoding  prosody: teaching children to read with understanding and expression,  comprehension: teaching children to understand the text.</p>	<p>Daily phonics lessons continue.  Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.</p> <p>Children who are struggling are identified early through ongoing and formative assessment and are given catch up sessions.</p> <p>Reading sessions continue three times a week using decodable books.</p>	<p>Children can read at a speed of 90 words per minute, checking that the text makes sense to them as they read and correcting inaccurate reading.  Children develop expression when reading aloud, particularly where characters are speaking in a story.  Children transition from small group reading to whole class reading with ongoing support for those who are not phonically secure.</p>	<p>Fluency is developed by choral reading in Whole class reading and echo reading in small groups where needed.</p>	<p>Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression confidently when reading aloud.</p>	<p>Children can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.</p>	

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<b>Comprehension</b>	<p>Children listen to and discuss a range of poems, stories and non-fiction.</p> <p>They are encouraged to link what they read or hear read to their own experiences.</p> <p>Model and demonstrate directionality and correct book handling</p>	<p>Children listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently,</p> <p>They are encouraged to link what they read or hear read to their own experiences.</p> <p>They become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Children listen to, discuss and express 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>They can recognise simple recurring literary language in stories and poetry.</p> <p>Children 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.</p> <p>Children become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p>Children develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>They read books that are structured in different ways and read for a range of purposes.</p> <p>Children increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>Children develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning.</p> <p>They read books that are structured in different ways and read for a range of purposes.</p> <p>Children increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>Children develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning.</p> <p>They read books that are structured in different ways and read for a range of purposes.</p> <p>Children increase 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 recommending books that they have read to their peers, giving reasons for their choices.</p>	<p>Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>They read books that are structured in different ways and reading for a range of purposes.</p> <p>They increase 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, recommending books that they have read to their peers, giving reasons for their choices.</p>

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<b>Retrieval</b>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Children are able to answer a question about what has just happened in a story.</p> <p>They develop their knowledge of retrieval through images.</p> <p>They can recognize characters, events, titles and information.</p> <p>Children can recognize differences between fiction and non-fiction texts.</p> <p>They can retrieve information by finding a few key words. Children contribute ideas and thoughts in discussion.</p>	<p>Children can explain their understanding of independent reading by answering simple questions about what they have just read.</p> <p>Children can ask and answer retrieval questions and draw on previously taught knowledge.</p> <p>They can remember significant events and key information about the text that they have read.</p> <p>They monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.</p>	<p>Children begin to learn the skill of 'skim and scan' to retrieve details.</p> <p>They use contents page and subheadings to locate information.</p> <p>Children begin to use quotations from the text.</p>	<p>Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.</p> <p>They can retrieve and record information from a fiction or non-fiction text.</p>	<p>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>They use evidence from across larger sections of text.</p> <p>Children read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</p> <p>They retrieve, record and present information from non-fiction texts.</p>	<p>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>They use evidence from across whole chapters or texts.</p> <p>They can retrieve, record and present information from a wide variety of non-fiction texts.</p>
<b>Prediction</b>	<p>Develop storylines in their pretend play.</p>	<p>Children can predict what might happen on the basis of what has been read so far in terms of story, character and plot.</p> <p>They can make simple predictions based on the story and on their own life experience and can begin to explain these ideas verbally or through pictures.</p> <p>Adults might scribe their ideas.</p>	<p>Children make predictions using their own knowledge as well as what has happened so far in terms of plot, character and language to make logical predictions and give explanations of them.</p>	<p>Children use relevant prior knowledge to make predictions and justify them.</p> <p>They are taught the skill of using details (clues) from the text to form further predictions.</p>	<p>Children use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>They are taught to monitor these predictions and compare them with the text as they read on.</p>	<p>Predictions are supported by relevant evidence from the text.</p> <p>Children confirm and modify predictions as they read on.</p>	<p>Predictions are supported by relevant evidence from the text.</p> <p>Children confirm and modify predictions in light of new information.</p>

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<b>Inference</b>	<p>Talk about books and stories.</p> <p>Children make inferences about characters' feelings using what they say and do to infer basic points with direct reference to the pictures and words in the text.</p>	<p>Children can make basic inferences about characters' feelings by using what they say as evidence.</p> <p>They can infer basic points with direct reference to the pictures and words in the text and discuss the significance of the title and events.</p> <p>Children can demonstrate simple inference from the text based on what is said and done.</p>	<p>Children make inferences about characters' feelings using what they say and do to infer basic points and begin, with support, to notice more subtle references.</p> <p>They answer and ask questions, modifying answers as the story progresses</p> <p>They use pictures or words to make inferences.</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>They begin to justify them by referencing a specific point in the text.</p> <p>They make inferences about actions or events.</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>They ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions.)</p> <p>They will consolidate the skill of justifying them using a specific reference point in the text and begin to use more than one piece of evidence to justify their answer.</p>	<p>Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making.</p> <p>They begin to draw evidence from more than one place across a text.</p>	<p>Children can infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made.</p> <p>They make inferences about events, feelings, states backing these up with evidence.</p> <p>They discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>They can draw evidence from different places across the text.</p>
<b>Questioning</b>	<p>Discuss books they have had read to them.</p>	<p>Children can generate literal recall questions.</p> <p>They are taught how to ask questions before, during and after reading.</p>	<p>Children generate literacy recall questions of their own which go with the text they are reading before, during and after reading.</p> <p>Children can use their own question words and begin to be able to change their questions as they progress through the text.</p>	<p>Children generate a variety of questions – recall and some simple inference questions based on characters' feelings, thoughts and motives. to help them understand the text further.</p>	<p>Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further.</p>	<p>Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text.</p> <p>They can ask their own questions and follow a line of enquiry.</p> <p>Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.</p> <p>Through discussion they build on their own and others' ideas to challenge the views of others.</p>	<p>Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text.</p> <p>They ask their own critical thinking questions that take the discussion beyond the text and follow a line of enquiry.</p> <p>Through discussion they build on their own and others' ideas and challenge views courteously.</p>

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<b>Summarising</b>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Children retell and order events from the text. They begin to discuss how events are linked.</p> <p>They can sequence the events of a story they are familiar with and begin to discuss how events are linked.</p>	<p>Children retell and order events from the text. They begin to discuss how events are linked.</p> <p>They are able to focus on the main content of the story.</p>	<p>Children can identify main ideas drawn from a key paragraph or page and summarising these.</p> <p>They begin to distinguish between the important and less important information in a text and can give a brief verbal summary of a story.</p> <p>Teachers begin to model how to record summary writing.</p> <p>Children identify themes from a wide range of books.</p> <p>They can make simple notes from one source of writing.</p>	<p>Children use skills developed in year 3 and are able to write a brief summary of main points, identifying and using important information from more than 1 paragraph.</p> <p>Children can highlight key information and record it in bullet points, diagrams, maps etc</p>	<p>Children begin to make connections between information across the text and include this information in their written summaries.</p> <p>Children can summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text, identifying key details to support the main ideas.</p> <p>They begin to distinguish between statements of fact and opinion.</p>	<p>Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>They summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Children make comparisons across different books.</p> <p>They summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p> <p>They distinguish between statements of fact and opinion.</p>

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<b>Clarifying and vocabulary.</b>		<p>Children discuss new word meanings provided by the teacher and link them to words they already know.</p> <p>They can discuss word meanings, linking new meanings to those already known.</p> <p>Children draw upon knowledge of vocabulary in order to understand the text.</p> <p>They join in with predictable phrases and use vocabulary given by the teacher.</p> <p>They can discuss their favourite words and phrases.</p>	<p>Children begin to find the meaning of new words using the context of the sentence and linking new meanings to know vocabulary.</p> <p>They use pictures to help support this skill.</p>	<p>Children begin to find the meaning of new words using substitution within a sentence.</p> <p>They discuss words that capture the reader's interest or imagination and identify how language choices help build meaning.</p> <p>Children are able to use a dictionary to check the meaning of new words.</p>	<p>Children find the meaning of new words using the context of the sentence.</p> <p>They also link new words to other words they already know.</p> <p>Children check the meaning of new words using a dictionary.</p> <p>They use a thesaurus to find synonyms.</p> <p>Children can discuss why words have been chosen and the effect these have on the reader.</p> <p>They explain how words can capture the interest of the reader.</p> <p>Children discuss new and unusual vocabulary and clarify the meaning of these.</p>	<p>Children explore the meaning of words in context, confidently using a dictionary.</p> <p>They discuss how the author's choice of language impacts the reader and evaluate the author's use of language.</p> <p>Children investigate alternative word choices that could be made.</p> <p>They begin to look at the use of figurative language.</p> <p>They use a thesaurus to find synonyms for a larger variety of words.</p> <p>Children 'read around the word' and explore its meaning in the broader context of a section or paragraph.</p> <p>They begin to use their knowledge of etymology and morphology to decipher the meaning of new words where appropriate.</p>	<p>Children evaluate how the authors' use of language impacts upon the reader.</p> <p>They can find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>They discuss how presentation and structure contribute to meaning.</p> <p>Children 'read around the word' and independently explore its meaning in the broader context of a section or paragraph.</p> <p>They use their knowledge of etymology and morphology to decipher the meaning of new words where appropriate.</p>

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<b>Explain</b>	<p>Children can give their opinion including likes and dislikes.</p> <p>They can express views about events or characters.</p>	<p>Children can give an opinion including likes and dislikes (not nc objective).</p> <p>They can link what they read or hear to their own experiences.</p> <p>Children explain clearly their understanding of what has been read to them.</p> <p>They express views about events or characters.</p>	<p>Children can 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>They can express their own views about a book or poem and discuss some similarities. They can listen to the opinion of others.</p>	<p>Children discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>They can identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>They can recognise authorial choices and the purpose of these.</p>	<p>Children discuss words and phrases that capture the reader's interest and imagination.</p> <p>They identify how language, structure, and presentation contribute to meaning and can recognise authorial choices and the purpose of these.</p>	<p>Children are able to provide increasingly reasoned justification for their views.</p> <p>They recommend books for peers.</p> <p>They can give reasons for authorial choices.</p> <p>They begin to challenge points of view and can begin to distinguish between fact and opinion.</p> <p>They identify how language, structure and presentation contribute to meaning.</p> <p>Children discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>They explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<p>Children provide increasingly reasoned justification for my views.</p> <p>They can recommend books for peers in detail.</p> <p>They can give reasons for authorial choices.</p> <p>Children begin to challenge points of view and to distinguish between fact and opinion.</p> <p>They can identify how language, structure and presentation contribute to meaning.</p> <p>They discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>They can explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Children are able to distinguish between fact, opinion and bias explaining how they know this.</p>

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Language and structure	Learn rhymes, poems and songs.	<p>Children recognise and join in with predictable phrases</p> <p>Children become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Children name some of the structural features of non-fiction books and texts.</p> <p>Children discuss their favourite words or phrases in a story or poem and begin to say why they are effective.</p>	<p>Children name and identify the structural features of nonfiction texts and know the functions of these.</p> <p>Children recognise the language features of different fiction genres e.g. fairy tale language, mystery etc.</p> <p>Children begin to identify language features such as figurative language and discuss the effect of these and how they contribute to the meaning of the text.</p> <p>Introduce the idea of 'story themes' for example, love, friendship, revenge, learn a lesson, good vs evil etc.</p>	<p>Children read books that are structured in different ways and identify the purpose of the text.</p> <p>Children identify and discuss how language, structure and presentation contribute to meaning including identifying authors' vocabulary choices and note how the language features and literary devices of the author impact on the meaning of the text.</p> <p>Develop the idea of story themes. For example, courage, overcoming obstacles etc.</p>	<p>Children identify how language, presentation, grammatical and structural features of texts contribute to their meaning.</p> <p>Children evaluate effectiveness of language features concerning nuances in vocabulary choices and note how the literary devices of the author impact on the meaning of the text, the reader's interest and their imagination.</p>	<p>Children identify how language, structure and presentation features contribute to meaning and discuss and evaluate how authors deliberately select these for effect selecting quotes and examples to justify points from a number of places within a text.</p> <p>Children discuss and evaluate how authors use language concerning nuances in vocabulary choices and note how the literary devices of the author impact on the meaning of the text, the reader's interest and their imagination and give examples of how effects have been created within a text.</p>

Our reading spine is based on the 5 plagues, with the intention that our children have experience of a wide range of challenging texts during their time at the school, preparing them for their next steps.