

## Reading Progression Map

### Curriculum overview

At Downsell Primary School, we understand that Reading is the foundation of children's learning, so we strive to ensure our pupils have the opportunity to not only read in a variety of lessons but to read and listen to stories for pleasure.

We promote the love of reading and reading for pleasure through a variety of ways such as\*

- Reading themed classroom door displays
- school visits by authors
- an inviting library space
- reading leaders in school
- dedicated Story Time on all class timetables

\*Due to Covid-19, many of our reading initiatives have been put on hold to ensure the safety of our school community.

## Reading at Downsell Primary School

<b>Intent</b>	<p>Reading lies at the heart of the curriculum at Downsell Primary School. We are dedicated to enabling our pupils to become lifelong readers, supporting both academic reading expectations and a love of reading.</p> <p>Our reading curriculum aim is to ensure that there is clear progression across the school and a coverage of age expected expectations for all children. We aim high for all our pupils and the reading learning intentions are pitched in line with the National Curriculum, with the teachers providing scaffolding and guided focus group work to ensure all of our learners are able to have access to and achieve the learning intention.</p> <p>Our reading curriculum runs alongside topic areas, where possible. This is to enable children to embed a deeper understanding of a topic while developing their understanding that reading goes alongside many areas of the curriculum and wider world.</p> <p>We intend for all of our pupils to read widely across both fiction and non-fiction, making links with other areas. Children in each year group from Year 1 – Year 6 will have the opportunity to take part in reading lessons with a text based focus each half term, for both fiction and non-fiction, accessing high quality and engaging texts. This means that children will have access to and explicit teacher guidance for at least seventy-two reading books, across their time at Downsell.</p>
<b>Implementation</b>	<p>Reading takes part in many areas of the curriculum. However, it is explicitly taught through daily Reading lessons. During these lessons they are exposed to a range of reading texts and with teacher support work at unpicking the text in terms of the skills needed within reading.</p> <p>All sessions are interactive and teachers facilitate speaking and listening opportunities, with children working hard individually. Passive learning is minimised and engagement promoted through regular use of think-pair-share, responses on mini-whiteboards and collaborative tasks.</p> <p>High quality texts and passages are chosen, appropriate to the expectations of the year group or ability of children, and teachers use this to model the application of the agreed reading skills. Children are taught to notice breakdown in reading - identifying words/phrases they don't understand and strategies to fix breakdown in meaning. Children are taught to relate the text to themselves, previous reading experiences and the world around them.</p> <p>Further to modelled sessions, children have the opportunity to read texts with greater independence and apply their skills when responding to the wide range of domain questions. More complex questions are evaluated between wider groups and teachers model how to refine answers to a high standard.</p> <p>Utilising the cross – curricular learning, rich reading opportunities are provided across the curriculum, exposing children to a wide range of quality texts providing context to learning.</p> <p>At Downsell Primary we believe that regular reading at home is an important tool in developing reading skills. Levelled titles from PM Benchmark and Reading Pro schemes are used for home-reading to ensure that children experience a wide breadth of reading opportunities across different genres that the children are engaged with but also pitched at the appropriate level.</p>

	Reading is also promoted through our dedicated slot on the timetable for story time. This is an opportunity for children to listen to an adult model read a text for pleasure.
<b>Impact</b>	<p>By the time children leave Downsell they will be readers.</p> <p>Our curriculum and interventions ensure that all children, from their starting points, make progress, whether this be individualised progress or progress related to age expectations. They will leave school as a reader, who is able to recall books that they have studied and confidently discuss aspects of that book. They will have a deepening knowledge of topic areas due to the links made with their reading text.</p> <p>Through the promotion of reading outside of the reading lesson, we hope our children will develop a love of reading and be confident in accessing a range of genres including poetry, as well as participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.</p> <p>In addition to this, parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to reading records.</p>

## Skills Progression: Key Stage 1

Skills (at expected level)	Year 1	Year 2
Decoding	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (–s, –es, –ing, –ed, –er and –est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs</p> <p>develop some fluency and expression, pausing at full stops (extra)</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly &amp; accurately without overt sounding and blending</p>
Range of reading	<p>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>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>

Familiarity with texts	<p>recognise and join in with predictable phrases</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p>
Poetry and performance	<p>earn to appreciate rhymes and poems, and to recite some by heart</p>	<p>continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p>
Word meanings	<p>discuss word meanings and link new meanings to words already known</p>	<p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p>
Understanding	<p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>be encouraged to link what they read or hear read to their own experiences</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p> <p>answer simple retrieval questions about a text and find evidence to support answers (Extra)</p>	<p>discuss the sequence of events in books and how items of information are related</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>make links between a current book and those already read</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p>
Inference	<p>discuss the significance of the title and events</p> <p>make inferences on the basis of what is being said and done</p>	<p>make inferences on the basis of what is being said and done</p> <p>answer and ask questions</p>
Prediction	<p>Predict what might happen on the basis of what has been said so far</p>	<p>Predict what might happen on the basis of what has been said so far</p>
Author intent		

Non-fiction	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways
Discussing reading	<p>participate in discussion about what is read to them by taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p>participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves by taking turns and listening to what others say</p> <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>

## Skills Progression: Key Stage 2

Skills (at expected level)	Year 3 / 4	Year 5 / 6
Decoding	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 they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	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
Range of reading	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books
Familiarity with texts	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books	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 identify and discuss themes and conventions in and across a wide range of writing
Poetry and performance	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry	learn a wider range of poetry by heart, 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
Word meanings	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read
Understanding	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

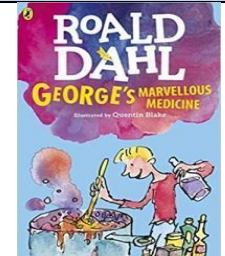
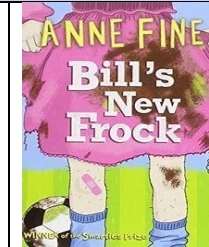
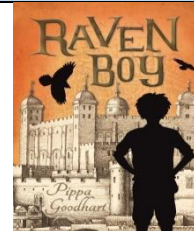
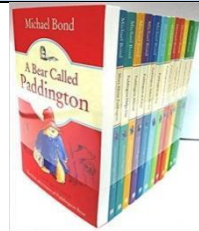
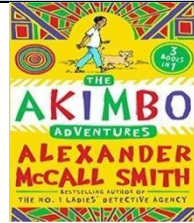
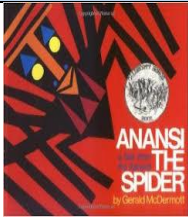
Inference	draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
Prediction	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied
Author intent	discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader
Non-fiction	retrieve and record information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts
Discussing reading	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say	recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views

## Reading texts across the school

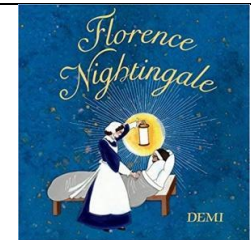
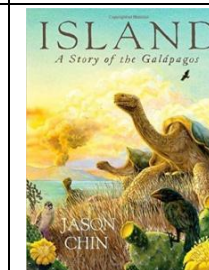
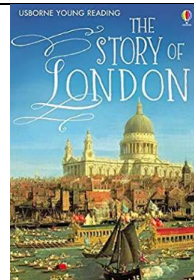
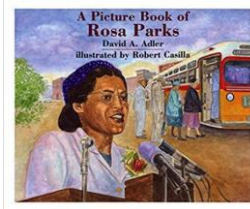
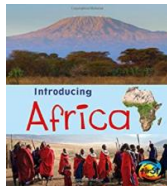
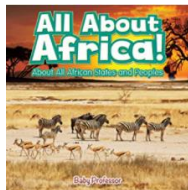
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Year 1 Fiction						
Year 1 Non-Fiction						

## Year 2

Year 2  
Fiction

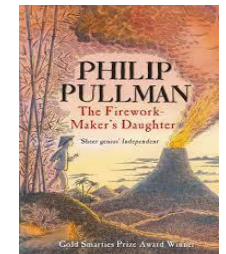
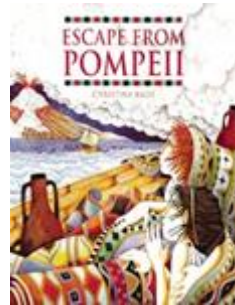
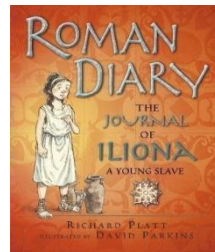
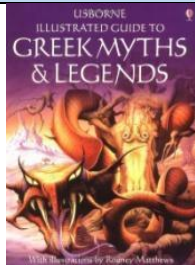


Year 2  
Non-Fiction

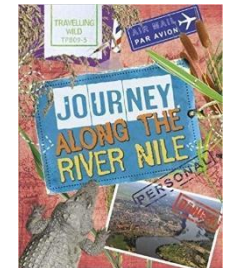
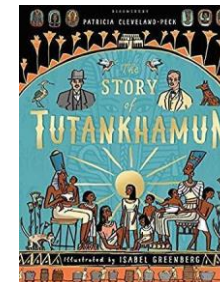
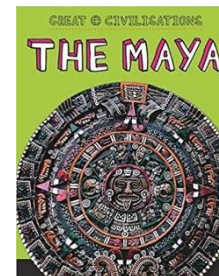
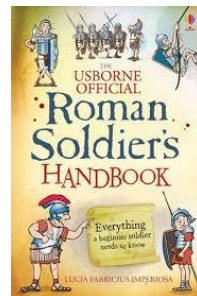
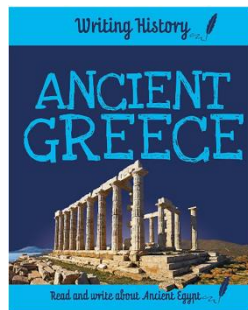


# Year 3

Year 3  
Fiction

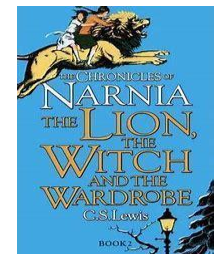
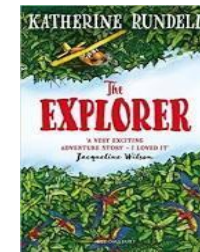
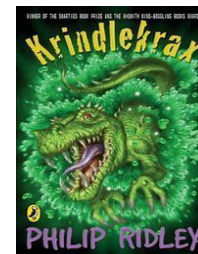
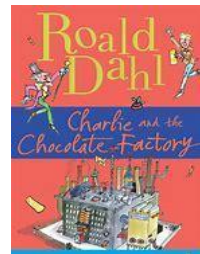
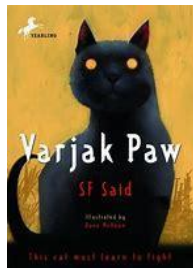


Year 3  
Non-Fiction

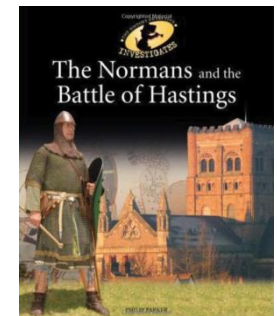
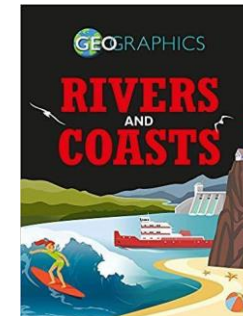
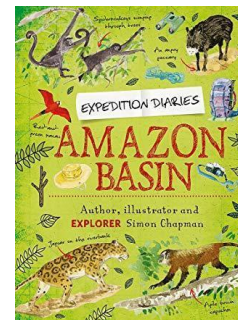
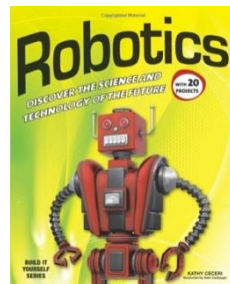


## Year 4

Year 4  
Fiction

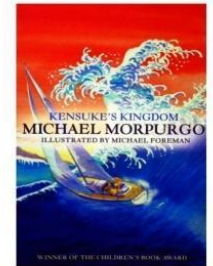
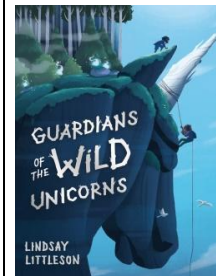
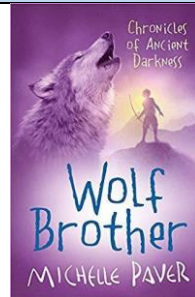
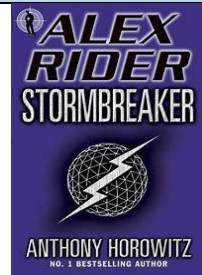


Year 4  
Non-Fiction

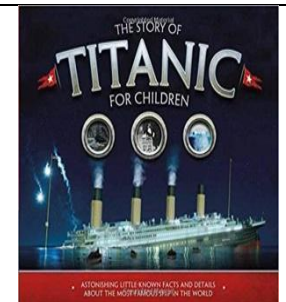
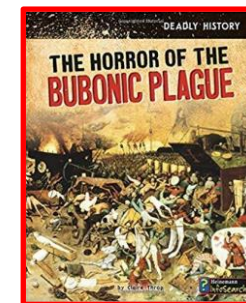
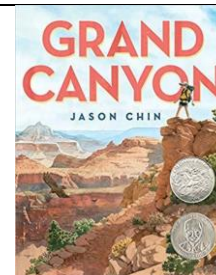
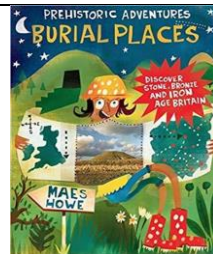
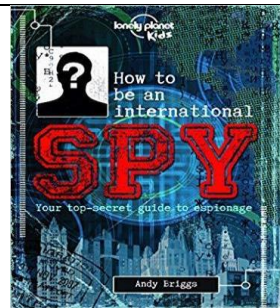
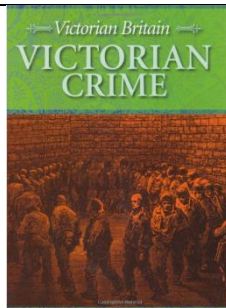


# Year 5

Year 5  
Fiction

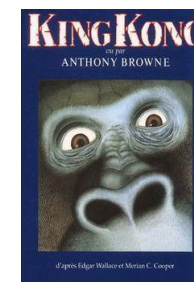
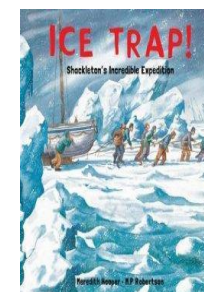
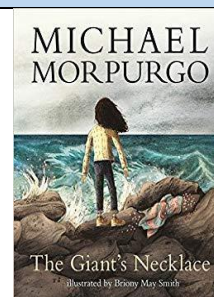
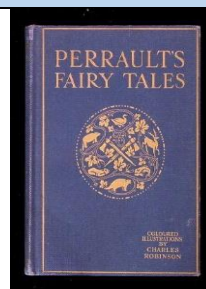
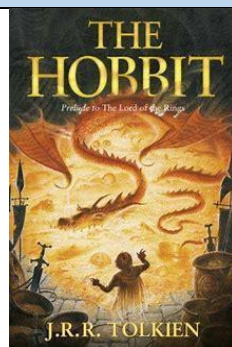


Year 5  
Non-Fiction



# Year 6

Year 6  
Fiction



Year 6  
Non-Fiction

