

# Hope Federation of Church of England Primary Academies Curriculum Skills Progression – Reading

	Year 1 Statutory POS	Year 1 Non-statutory guidance and overviews	Year 2 Statutory POS	Year2 Non-statutory guidance and overviews	Year3-4 Statutory POS	Year 3-4 Non-statutory guidance and overviews	Year 5-6 Statutory POS	Year 5-6 Non-statutory guidance and overviews
	Pupils should be taught to: <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> </ul>				Pupils should be taught to: <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:</li> </ul>		Pupils should be taught to: <ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by:</li> </ul>	
Listen to and discuss texts  Read for Pleasure	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences	At the same time [as having practise reading books consistent with their developing phonic knowledge] [pupils] will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.  Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	[Teachers] should make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves.	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace.  [Pupils] should be reading widely and frequently, outside as well as in school, for pleasure and information.  Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.
Key stories, traditional tales, fairy stories, myths and legends, stories from other cultures and from our literary heritage.  Oral retelling	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  recognising and joining in with predictable phrases		becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales		increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  recognising simple recurring literary language in stories and poetry		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	[Pupils] should be able to summarise and present a familiar story in their own words.
Poetry and playscripts	learning to appreciate rhymes and poems,		continuing to build up a repertoire of poems		preparing poems and play scripts to read	Reading, re-reading, and rehearsing poems	learning a wider range of poetry by heart	[Pupils] should be able to prepare readings,

Reciting by heart Performing	and to recite some by heart		learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear		aloud and to perform, showing understanding through intonation, tone, volume and action	and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.	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	with appropriate intonation to show their understanding
Developing vocabulary Interest in language	discussing word meanings, linking new meanings to those already known	<p>[ ] pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum.</p> <p>Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.</p> <p>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. [ ] The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.</p> <p>Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.</p>	discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases	<p>[pupils] should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.</p> <p>The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</p> <p>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p>	using dictionaries to check the meaning of words that they have read discussing words and phrases that capture the reader's interest and imagination	pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.		<p>pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</p> <p>[Pupils] should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.</p> <p>During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.</p> <p>Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.</p> <p>Reading – word reading: When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</p>

Genres		By listening frequently to stories, poems and nonfiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in nonfiction.			reading books that are structured in different ways and reading for a range of purposes  recognising some different forms of poetry [for example, free verse, narrative poetry]	They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).	reading books that are structured in different ways and reading for a range of purposes	They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.
Themes					identifying themes and conventions in a wide range of books	Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.	identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books recommending books that they have read to their peers, giving reasons for their choices	Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.  Pupils should be shown how to compare characters, settings, themes and other aspects of what they read
	Pupils should be taught to:				Pupils should be taught to:		Pupils should be taught to:	
	<ul style="list-style-type: none"> <li>understand both the books they can already read accurately and fluently and those they listen to by:</li> </ul>				<ul style="list-style-type: none"> <li>understand what they read, in books they can read independently, by:</li> </ul>		<ul style="list-style-type: none"> <li>understand what they read by:</li> </ul>	
Engaging with meaning and thinking about text.	drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading		drawing on what they already know or on background information and vocabulary provided by the teacher  checking that the text makes sense to them as they read and correcting inaccurate reading	Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
Structure and organisation. Summarising and	discussing the significance of the title and events		discussing the sequence of events in books and how items	Pupils should learn about cause and effect in both narrative and	identifying main ideas drawn from more than one paragraph and		summarising the main ideas drawn from more than one	[Pupils] should be able to summarise and present a familiar story

deduction			<p>of information are related</p> <p>being introduced to non-fiction books that are structured in different ways</p>	<p>non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.</p>	<p>summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p>		<p>paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p>	<p>in their own words.</p>
Inference, prediction and enquiry	<p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p>However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference.</p>	<p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p>		<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>asking questions to improve their understanding of a text</p> <p>predicting what might happen from details stated and implied</p>		<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>asking questions to improve their understanding</p> <p>predicting what might happen from details stated and implied</p>	
Pupils should be taught to:								
Role-play and drama		<p>Role-play can help pupils to identify with and explore characters and to try out the language they have listened to</p>		<p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>		<p>Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p>		
Rules for discussion Explanation	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p>Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be</p>	<p>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>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p>	<p>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.</p>	<p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation</p>	<p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p>	<p>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p>

		helped to consider the opinions of others	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			should be that all pupils take part.	explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  provide reasoned justifications for their views.	
Non-fiction Library services Selecting books		Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.			retrieve and record information from nonfiction	In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.  Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.	retrieve, record and present information from non-fiction distinguish between statements of fact and opinion	In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.  The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review.  Teachers should consider making use of any library services and expertise to support this.
Figurative language						They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use ageappropriate, academic vocabulary.	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect