



# West Dean C of E Primary School

*The small school with a big heart*

## Reading Curriculum Progression

### What will our readers be able to do when they leave us?

When children leave West Dean CE Primary School we want them to value reading as an essential skill for life and we are dedicated to enabling our children to become lifelong readers. We believe reading is key to academic success and place a high priority on ensuring children can read fluently and confidently across a range of texts. We use a range of strategies and approaches to enable children to develop the skills they need, focusing initially on the use of phonics as a key strategy for word reading and then, as fluency develops, on comprehension skills and personal responses to texts. We believe that high-quality texts are essential in motivating and inspiring children and we promote a love of reading through the texts we use in our curriculum and through the daily sharing of a class book.

### Curriculum Coverage (NC)

At West Dean C of E Primary, we will provide a clear and structured approach to the teaching of English by providing a rich and diverse curriculum that fosters a love for reading, writing, and oracy among pupils. We aim to nurture strong literacy skills that equip children with the ability to communicate effectively, think critically, and engage with a wide range of texts. All teachers and adults will have a deep understanding of the national curriculum requirements, as well as the diverse needs of all the pupils within the school community.

At West Dean we will:

- **Promote a love for reading:** Encouraging pupils to explore a variety of genres, authors, and text types to develop a lifelong passion for reading.
- **Develop strong writing skills:** Providing opportunities for pupils to express themselves creatively and cohesively through different forms of writing, including having a clear purpose for the writing.
- **Cultivate effective oracy skills:** Helping pupils become confident speakers who can articulate their thoughts and opinions with clarity and coherence.

Our English curriculum is well planned and executed to ensure that all pupils receive high-quality teaching and learning experiences. We will also ensure:

- **High-quality teaching:** Teachers are skilled in delivering engaging English lessons that incorporate a variety of teaching strategies and resources to meet the diverse learning styles of pupils.
- **Adapted instruction:** Lessons are adapted to provide appropriate challenge and support for all learners, including those with special educational needs.
- **Cross-curricular links:** English is integrated with other subjects to provide meaningful contexts for writing and reading activities, allowing pupils to make connections across different areas of learning.
- **Assessment for learning:** Regular formative assessment is used to identify pupil progress and adapt teaching strategies accordingly, ensuring that all children are supported to achieve their potential.

As a result of all of the above we hope by the end of their time at West Dean C of E Primary school, our Year 6 English learners will:

- Demonstrate secure knowledge and skills in reading, writing, and oracy.

- Be confident communicators: Children are articulate, expressive, and able to engage confidently in discussions, presentations, and debates.
- Have a love for learning: Pupils exhibit a genuine interest in reading for pleasure, writing creatively, and exploring language, fostering a positive attitude towards English and learning in general.
- All have made progress: including disadvantaged and vulnerable groups, narrowing the attainment gap and ensuring that every child reaches their full potential.

### Reading Progression of Skills

Skill Focus - Transcription	EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and 6
<b>Key Vocabulary</b>	Blend, segment, digraph, phoneme	Vowel, consonant, blend, segment, digraph, phoneme, trigraph, grapheme, split digraph	Vowel, consonant, blend, segment, digraph, phoneme, trigraph, grapheme, split digraph	Vowel, consonant, blend, segment, digraph, phoneme, trigraph, grapheme, split digraph	
<b>Word Reading</b>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>

		<p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>		
<b>Comprehension</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 5</b>
<b>Key Vocabulary</b>	Story, book, event, character, rhyme, non-fiction, title, author	Event, character, setting, rhyme, non-fiction, sequence, events, title, author	Sequence, structure, plot, infer, predict	Structure, theme, plot, phrase, infer, predict, identify, summarise	Infer, predict, identify, summarise, identify, evaluate, retrieve
<b>Comprehension</b>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>To anticipate - where appropriate - key events in stories</p> <p>To use and understand recently introduce vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear to their own experiences</li> <li>-becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>-recognising and joining in with predictable phrases</li> <li>-learning to appreciate rhymes and poems, and to recite some by heart</li> <li>-discussing word meanings, linking new meanings to those already known</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>-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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that</li> </ul>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry</li> </ul>

		<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>-drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>-checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>-discussing the significance of the title and events</li> <li>-making inferences on the basis of what is being said and done</li> <li>-predicting what might happen on the basis of what has been read so far</li> <li>-Participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul> <p>Explain clearly their understanding of what is read to them</p>	<p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</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>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>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>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>capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Understand what they read, in books they can read independently, by:</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>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</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>by heart</p> <p>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</p> <p>Understand what they read by:</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</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and</p>
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