



Reading Progression at Plymouth Grove Primary School

<i>Underpinning ELGs</i>	Nursery	Reception
<p>Self-Regulation</p> <ul style="list-style-type: none"> ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>Managing Self</p> <ul style="list-style-type: none"> ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions 	<p>Developing skills for reading</p> <ul style="list-style-type: none"> ● Tune into sounds through adapted Phase 1 activities ● Tune into English phonemes not voiced in own language, particularly hard and soft vowel sounds ● Engage with voice sounds and patterning activities ● Begin to recite or sing familiar rhymes ● Develop an awareness of the alphabet through linking initial sounds, pictures, and letters ● Hear and say the initial sound in words ● Clap syllables in words ● Auditory blending and segmenting of familiar short words ● Can orally blend two to three sounds to form a word when given the sounds ● Distinguish between writing and drawings in shared books 	<p>Developing skills for reading</p> <ul style="list-style-type: none"> ● Link sounds to letters for all letters of the alphabet including 10 digraphs ● Apply phonic knowledge and skills as the route to decode words ● Recognise uppercase letters and blend to read a range of words: it, It, in, In ● Understand the use of the personal pronoun 'I' ● Distinguish between sounds at the beginning, end and then middle of words ● Show an awareness of rhyme and alliteration ● Auditory blending and segmenting of familiar words ● Clap syllables in words ● Recite a bank of familiar rhymes / nursery rhymes ● Consistently use the strategy of

<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 	<ul style="list-style-type: none"> • Know where writing begins on a page • Imitate the role of a reader during CP 	<p>returning to the beginning of the sentence to read whole words once decoded so as to retain meaning</p> <ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by blending, (up to and including Phase 4 L&S) • Read common exception words from Phase 2-4 • Read left to right, top to bottom, showing an awareness of return sweep • Imitate the role of a reader during CP using a wide range of book language
	<p>Develop knowledge of vocabulary:</p> <ul style="list-style-type: none"> • Repeats words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme • Sing a large repertoire of songs 	<p>Develop knowledge of vocabulary:</p> <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play • Provide extensive opportunities to use and embed new words in a range of contexts
	<p>Develop pleasure for reading:</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Has some favourite stories, rhymes, songs, poems or jingles • Looks at books independently • Listens to and joins in with stories and poems, one-to-one and also in small groups • Holds books the correct way and turns pages 	<p>Develop pleasure for reading:</p> <ul style="list-style-type: none"> • Return to familiar texts building on prior experiences to deepen their knowledge of stories • Make use of props and materials when role playing characters in narratives and stories • Invent, adapt, and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems, and stories with others, and - when appropriate - try to move in

		time with music
	<p>Make predictions by:</p> <ul style="list-style-type: none"> • Suggests how a story might end 	<p>Make predictions by:</p> <ul style="list-style-type: none"> • Anticipate - where appropriate - key events in stories • Join in with repeated refrains
	<p>Show an understanding of the books they read and listen to:</p> <ul style="list-style-type: none"> • Beginning to be aware of the way stories are structured • Respond appropriately to simple questions: Who? When? Where? What? Why? Following teacher modelling. 	<p>Show an understanding of the books they read and listen to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Respond appropriately to questions: Who? When? Where? What? Why? Following teacher modelling
	<p>Technical vocabulary: Spatial and temporal relationships: up, down, first, last, before, after, next to Front cover, back cover, author Writing, text, illustration, drawing, picture, word, letter, alphabet, sounds Stories, rhymes Who? When? Where? What? Why?</p>	<p>Technical vocabulary building on from previous stage: Title page Illustrator Upper-case, lower-case letter, full stop Finger space, label, caption, sentence Beginning, middle, end Characters, setting, story plot Phoneme, grapheme, digraph, trigraph, blend, segment Vowel, consonant Non-fiction, poems</p>

Underpinning ELGs	Year 1	Year 2
<p>Self Regulation</p> <ul style="list-style-type: none"> ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>Managing Self</p> <ul style="list-style-type: none"> ● Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions ● Make comments about what they have heard and ask questions to clarify their understanding <p>Speaking</p> <ul style="list-style-type: none"> ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary ● Offer explanations for why things might 	<p>Develop skills for reading:</p> <ul style="list-style-type: none"> ● Apply phonic knowledge and skills as the route to decode words ● Auditory blending and segmenting of familiar words ● Respond with the correct sound for all 40+ graphemes, including alternative pronunciations ● Read accurately by blending sounds in unfamiliar words containing the GPCs that have been taught ● Begin to read some Y1/2 common exception words, noting unusual correspondences between spelling and sound ● Read words containing taught GPCs and -s, -es as the plural marker for nouns and the third person singular marker for verbs, suffixes -ing, -ed, -er, -est, and the prefix un- ● Read other words of more than one syllable that contain taught GPCs ● Read words with contractions and understand the apostrophe represents omitted letter/s ● Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out 	<p>Develop skills for reading:</p> <ul style="list-style-type: none"> ● Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding becomes embedded (orthographic mapping) and reading is fluent ● Read accurately by blending sounds in words, recognising alternative sounds for words ● Read words of two or more syllables containing a range of digraphs and trigraphs ● Distinguish between -'s for possession and omission ● Read words containing common suffixes: -ment, -ness, -ful, -less, -ly ● Read most Y1/2 common exception words, noting unusual correspondences between spelling and sound ● Read most words quickly and accurately, without over sounding and blending ● Recognise homophones and near homophones ● Read aloud books closely matched to their phonic knowledge, automatically without undue hesitation ● Re-read books to build their fluency and confidence in word reading

<p>happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>	<p>words</p> <ul style="list-style-type: none"> ● Re-read books to build their fluency and confidence in word reading ● Begin to read with expression 	<ul style="list-style-type: none"> ● Read with expression taking note of the full range of punctuation
	<p>Develop knowledge of vocabulary:</p> <ul style="list-style-type: none"> ● Recognising vocabulary associated with different genre ● Discussing word meaning and linking new meanings to those already known ● Discussing favourite words and phrases from the text ● Joining in with predictable phrases 	<p>Develop knowledge of vocabulary:</p> <ul style="list-style-type: none"> ● Recognising recurring literary language in the books they share ● Discussing and clarifying the meaning of words and using in a range of contexts ● Begin to use a range of skill such as morphology and word classes to identify the meaning of unknown words
	<p>Develop pleasure for reading:</p> <ul style="list-style-type: none"> ● Return to familiar texts building on prior experiences to deepen their knowledge of stories, (EYFS books) ● 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 to their own experiences ● Learn to appreciate rhymes and poems, and to recite some by heart ● Becoming very familiar with key stories and traditional tales, retelling them and considering their particular characteristics 	<p>Develop pleasure for reading:</p> <ul style="list-style-type: none"> ● Return to familiar texts building on prior experiences to deepen their knowledge of stories, (Y1 books) ● Reading age-appropriate tests ● Reading for themselves a wide range of stories and traditional tales ● Learn to appreciate rhymes and poems, and to recite some by heart ● Listen to a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
	<p>Make predictions by:</p> <ul style="list-style-type: none"> ● Predicting whether a book will be a story, or a non-fiction based on the cover and title ● Predict what might happen on the basis 	<p>Make predictions by:</p> <ul style="list-style-type: none"> ● Make predictions prior to reading based upon the title, cover and skim reading of illustrations ● Predict based upon what has been read

	<p>of what has been read so far</p> <ul style="list-style-type: none"> • Talk about what characters are like and their motivations to support predictions 	<p>so far</p> <ul style="list-style-type: none"> • Predict based upon the experience of reading similar stories
	<p>Explain their understanding of the books they read and listen to:</p> <ul style="list-style-type: none"> • Begin to make inferences from the text based on what is said and done in the book • Discuss the significance of the title and front cover • Sequence events from the beginning, middle and end of the story • Identify the main event • Identify characters, setting and story plot • Identify character emotions and motives • Respond in full sentences to questions: who, where, what, when, why? • State whether they like a story or poem • Increasingly understand and use correctly the terms referring to conventions of print 	<p>Explain their understanding of the books they read and listen to:</p> <ul style="list-style-type: none"> • Make inferences from the text based on what is said and done in the book • Discuss and express views about a wide range of stories and non-fiction at a level beyond that at which they can read independently • Identify 'problems' in stories and explain how these are resolved • Recognise cause and effect • Use evidence from the text to justify their conclusions • Respond in full sentences to questions: who, where, what, when, why? • Sequence events from the story • Begin to identify and name a range of common organisers in non-fiction texts: contents, headings, index, glossary • State, with reasons, whether they like a story and characters within a story
	<p>Refer to NC English Appendix 1 and 2 Technical vocabulary building on from previous stage: Dialogue, speech, speech marks, question mark, exclamation mark, plural, noun, adjective, verb, conjunction, past tense, present tense Letter, word, compound word Singular, plural Personal pronoun, proper noun First, next, then, finally</p>	<p>Refer to NC English Appendix 1 and 2 Technical vocabulary building on from previous stage: Simile, adverb Future continuous tense Imperative verbs Sentence types: Statement, command, exclamation, question Expanded noun phrase Commas in lists, ellipsis Cause and effect</p>

	Apostrophe, contraction Suffix, prefix Split digraph, alternative pronunciation Fact, fiction Traditional tales Blurb	Problem and solution Apostrophe, possession Contents, index, headings, glossary Fantasy, folktale, biography
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Year 3	Year 4
<p>Develop skills for reading:</p> <ul style="list-style-type: none"> ● Use phonic knowledge to decode quickly and accurately ● Apply their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words: in-, im-, il-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto- ● Begin to read Year 3/ 4 common exception words noting the correspondences between spelling and sound and where these occur within the word ● Use features to locate and retrieve information, e.g., contents, indices, subheadings and begin to recognise fact and opinion ● Retrieve information from a range of books, including non-fiction, novels, and poetry books ● Locate information using skimming, scanning and text marking ● Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text ● Begin to discuss how language structure and presentation help the reader to understand the text 	<p>Develop skills for reading:</p> <ul style="list-style-type: none"> ● To read most words fluently and attempt to decode any unfamiliar words with increasing speed and accuracy ● Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words: inter-, -ing, -ly, -le, -en, -er, -ed, -ation, -ous, -sure, -ture, -sion, -cian, -tion, -sion, -ssion ● To read aloud the Year 3/ 4 common exception words fluently noting the correspondences between spelling and sound and where these occur within the word ● Use features to locate and retrieve information, e.g., contents, indices, subheadings and begin to recognise fact and opinion ● Retrieve information from a range of books, including non-fiction, novels, and poetry books ● Locate information using skimming, scanning and text marking ● Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text ● Begin to discuss how language structure and presentation help the reader to understand the text
<p>Develop knowledge of vocabulary:</p> <ul style="list-style-type: none"> ● Begin to use a junior dictionary to check the meaning of words ● Discuss and clarify the meaning of words, linking new meanings to known vocabulary ● Identify specific techniques, e.g., simile, metaphor, repetition, exaggeration, and say why they interest them 	<p>Develop knowledge of vocabulary:</p> <ul style="list-style-type: none"> ● Using a dictionary with increasing accuracy to check the meaning of words ● Discussing words and meanings that capture the reader's interest and imagination ● Identify specific techniques, e.g., simile, metaphor, repetition,

<ul style="list-style-type: none"> Recognise some different forms of poetry - free verse, narrative <p>Refer to English Appendix 2</p>	<p>exaggeration, and say why they interest them</p> <ul style="list-style-type: none"> Recognise some different forms of poetry - free verse, narrative <p>Refer to English Appendix 2</p>
<p>Develop pleasure for reading:</p> <ul style="list-style-type: none"> Reading independently and increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Listening to and discussing a wide range of fiction and non-fiction books including books beyond which they can read independently Rehearse poems and plays for presentation and performance using drama techniques to extend their interest in the meaning and origin of words and the use of prosody 	<p>Develop pleasure for reading:</p> <ul style="list-style-type: none"> Reading independently and increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Listening to and discussing a wide range of fiction and non-fiction books including books beyond which they can read independently Rehearse poems and plays for presentation and performance using drama techniques to extend their interest in the meaning and origin of words and the use of prosody
<p>Make inferences about books:</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence 	<p>Make inferences about books:</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence Make, predominantly, correct inference
<p>Predict what might happen from details stated and implied:</p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning Identify specific language which contributes to the development of meaning 	<p>Predict what might happen from details stated and implied:</p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning Identify specific language which contributes to the development of meaning
<p>Explain their understanding of the books they read and listen to:</p> <ul style="list-style-type: none"> Take turns and listen to what others say Discuss words and phrases that capture their interest and imagination Identify and discuss how language and structure contribute to meaning Ask questions to improve their understanding of a text, and taking part in discussions Use features to locate and retrieve information, e.g., contents, 	<p>Explain their understanding of the books they read and listen to:</p> <ul style="list-style-type: none"> Take turns and listen to what others say Discuss words and phrases that capture their interest and imagination Identify and discuss how language and structure contribute to meaning Ask questions to improve their understanding of a text, and taking part in discussions Use features to locate and retrieve information, e.g., contents,

<p>indices</p> <ul style="list-style-type: none"> ● Begin to recognise fact and opinion ● Locate and retrieve information using skimming, scanning and text marking ● Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text 	<p>indices</p> <ul style="list-style-type: none"> ● Begin to recognise fact and opinion ● Locate and retrieve information using skimming, scanning and text marking ● Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text
<p>Refer to NC English Appendix 1 and 2 Technical vocabulary building on from previous stage: Word families Prepositions Present perfect Inverted commas, direct speech, Clause, subordinate clause</p>	<p>Refer to NC English Appendix 1 and 2 Technical vocabulary building on from previous stage: Plural / possessive, plural possession, possessive pronouns Determiner Verb inflections Adverbials, fronted adverbials and commas Cohesion Apostrophes</p>

Year 5	Year 6
<p>Develop skills for reading:</p> <ul style="list-style-type: none"> ● To read most words fluently and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues ● To apply their growing knowledge of root words, prefixes and suffixes to read aloud fluently: -sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably, -ible, -ibly ● Begin to read the Y5 /6 common exception words noting the correspondences between spelling and sound and where these occur within the word 	<p>Develop skills for reading:</p> <ul style="list-style-type: none"> ● To read most words fluently and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues ● To apply their growing knowledge of root words, prefixes and suffixes to read aloud fluently: -sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably, -ible, -ibly ● Begin to read the Y5 /6 common exception words noting the correspondences between spelling and sound and where these occur within the word
<p>Develop knowledge of vocabulary:</p> <ul style="list-style-type: none"> ● Using a dictionary accurately to check the meaning of words ● Keep a record of favourite words and phrases from books that have been shared or read independently 	<p>Develop knowledge of vocabulary:</p> <ul style="list-style-type: none"> ● Using a dictionary accurately to check the meaning of words ● Keep a record of favourite words and phrases from books that have been shared or read independently
<p>Develop pleasure for reading:</p>	<p>Develop pleasure for reading:</p>

<ul style="list-style-type: none"> ● Reading independently and increasing their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction and fiction from our literary heritage, and books from other cultures and traditions ● Listening to and discussing a wide range of fiction and non-fiction books identifying themes and conventions in books that are structured in different ways 	<ul style="list-style-type: none"> ● Reading independently and increasing their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction and fiction from our literary heritage, and books from other cultures and traditions ● Listening to and discussing a wide range of fiction and non-fiction books identifying themes and conventions in books that are structured in different ways
<p>Make inferences about books:</p> <ul style="list-style-type: none"> ● Make inferences such as characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence ● Use evidence from the text or from their wider experiences to infer meaning 	<p>Make inferences about books:</p> <ul style="list-style-type: none"> ● Make inferences such as characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence ● Use evidence from the text or from their wider experiences to infer meaning
<p>Predict what might happen from details stated and implied:</p> <ul style="list-style-type: none"> ● Identify how language, structure and presentation contribute to meaning ● Identify specific language which contributes to the development of meaning ● Weigh up probability, and make a sensible prediction as to the next outcome 	<p>Predict what might happen from details stated and implied:</p> <ul style="list-style-type: none"> ● Identify how language, structure and presentation contribute to meaning ● Identify specific language which contributes to the development of meaning ● Weigh up probability, and make a sensible prediction as to the next outcome
<p>Explain their understanding of the books they read and listen to:</p> <ul style="list-style-type: none"> ● Discuss how the language, structure and presentation contribute to meaning ● Identify and explain the author's point of view, referring to the text ● Using technical terms, e.g., symbol, imagery, analogy, identify the effects these have on the reader ● Begin to explain and discuss their understanding of what they have read, including through formal debates using appropriate techniques ● Provide reasoned justifications for their views ● Record and present information from non-fiction sources ● Summarise main ideas in a series of sentences from more than one place within an age-appropriate text using own words and key vocabulary from the text 	<p>Explain their understanding of the books they read and listen to:</p> <ul style="list-style-type: none"> ● Discuss how the language, structure and presentation contribute to meaning ● Identify and explain the author's point of view, referring to the text ● Using technical terms, e.g., symbol, imagery, analogy, identify the effects these have on the reader ● Begin to explain and discuss their understanding of what they have read, including through formal debates using appropriate techniques ● Provide reasoned justifications for their views ● Record and present information from non-fiction sources ● Produce a succinct summary, paraphrasing the main ideas from across the text or from a range of sources ● Summarise main ideas in a series of sentences from more than

	<p>one place within an age-appropriate text using own words and key vocabulary from the text</p>
<p>Refer to NC English Appendix 1 and 2 Technical vocabulary building on from previous stage: Verb prefixes Relative clauses Relative pronouns Modal verbs, adverbials Parenthesis, brackets, dashes Cohesion, ambiguity</p>	<p>Refer to NC English Appendix 1 and 2 Technical vocabulary building on from previous stage: Formal and informal speech, passive voice Subjunctive forms Cohesive devices Ellipsis, subject / object Synonym, antonym Hyphen, colon, semi-colon, bullet points</p>
<p>Documents: National Curriculum 2013 Development Matters July 2021 Statutory framework for the early years foundation stage 2021 Letters and sounds guidance 2007 / Twinkl SSP Programme The Reading Framework July 2021 Teaching the foundations of literacy EEF Improving Literacy in KS1 2020 EEF Improving Literacy in KS2 2021 OFSTED research review – English May 2022</p>	