



Reading Progression s Summercourt Academy

Year Group	Phonics	Word Reading	Comprehension
EYFS	<p>Phonic knowledge is taught during the Read Write Inc Speed Sounds Lessons and is applied in the Storybook lessons.</p> <p>The Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way.</p> <p>-Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h / r j v y w / z x sh th ch qu ng nk</p> <p>-Pupils learn the digraphs / ll ss ff ck / in Word Time 1.7 whilst reading Ditties.</p> <p>-When reading Green Level books (that contain Set 1 sounds), pupils start to learn the Set 2 sounds in the Speed Sounds Lessons.</p> <p>-Set 2 teaches 12 vowel digraphs/trigraphs: ay ee igh ow oo oo ar or air ir ou oy</p>	<p>It is crucial for pupils to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.</p> <p>Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p> <p>Pupils at the expected level of development will:</p> <ul style="list-style-type: none"> -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Language comprehension starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.</p> <p>□ Pupils at the expected level of development will:</p> <ul style="list-style-type: none"> -Demonstrate understanding of what has been read to them by retelling stories 1+ and narratives using their own words and recently introduced vocabulary. -Anticipate, where appropriate, key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Pupils meeting progress expectations will be able to say a sound for each letter of the alphabet and at least 10 digraphs by the end of Reception.

Pupils are taught to sound-blend from the very beginning, initially orally using 'Fred Talk'. Once pupils know the first few sounds, they will use the Speed Sounds Cards and then the Green Word Cards to blend the sounds they know into simple words.

Common exception words are practised as Red Words (high frequency words with a low frequency grapheme). Pupils are taught to read and spell Red Words and then read them in the Ditty and Storybooks, to ensure pupils learn to read and spell them with confidence.

Pupils start reading simple sentences in the Red Ditty Books and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green Level onwards.

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Pupils go on to learn alternative spellings (Set 3) in Year 1. Set 3 is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure. The Speed Sounds are taught using cards and are the key focus sounds that Pupils learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound Chart, e.g. ph is not taught using a sound card but as an alternative to the more common spelling 'f'. The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme). Pupils practise spelling Red Words in the Red Rhythms activity (Yellows/Grey Levels). Throughout, Pupils read multi-syllabic words from Green Level onwards.

Pupils are taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and ss, ses, sing, sed, ser and sest endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions for example, I'm, I'll, we'll, and understand that the apostrophe represents the 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 words

Pupils are taught to:

- **develop pleasure in reading, motivation to read, vocabulary and understanding by:**
 - 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
 - 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
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- **understand both the books they can already read accurately and fluently and those they listen to by:**
 - 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
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done

	<p>Throughout, Pupils read each book three times, focusing on decoding, then speed, then fluency.</p>	<p>-re-read these books to build up their fluency and confidence in word reading.</p>	<p>-predicting what might happen on the basis of what has been read so far -participate in discussion about what is read to them, taking turns and listening to what others say -explain clearly their understanding of what is read to them.</p>
2	<p>As Pupils move up the levels, more unusual sound-letter correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound Chart, e.g. aigh is not taught using a sound card but as an alternative to the more common spelling 'ay'. Each pupil's ability to decode unfamiliar words is assessed using the Nonsense Word Cards. Throughout, pupils read each Storybook three times. On the first read, pupils focus on accurate word reading; the second, on developing fluency; and the third, on comprehension. Fluency and comprehension increase with each repeated reading.</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> -continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent -read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes -read accurately words of two or more syllables that contain the same graphemes as above -read words containing common suffixes -read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered -read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> □ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> -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 -discussing the sequence of events in books and how items of information are related -becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -being introduced to non-fiction books that are structured in different ways -recognising simple recurring literary language in stories and poetry -discussing and clarifying the meanings of words, linking new meanings to known vocabulary -discussing their favourite words and phrases -continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting

		<p>-re-read these books to build up their fluency and confidence in word reading.</p>	<p>some, with appropriate intonation to make the meaning clear</p> <ul style="list-style-type: none"> □ understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> -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 -making inferences on the basis of what is being said and done -answering and asking questions -predicting what might happen on the basis of what has been read so far -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 -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>Lower KS2</p>	<p>KS2 pupils focus on accurate word reading, developing fluency and comprehension skills.</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> □ develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> □ develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> -listening to and discussing a 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

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- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry for example, free verse, narrative poetry
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

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 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning

		<ul style="list-style-type: none"> -predicting what might happen from details stated and implied -identifying main ideas drawn from more than one paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning -retrieve and record information from non-fiction -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. 	<ul style="list-style-type: none"> -retrieve and record information from non-fiction -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.
Upper KS2	<p>KS2 pupils focus on accurate word reading, developing fluency and comprehension skills.</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> □ 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. 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> □ maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> -continuing to read and discuss an 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 -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 -recommending books that they have read to their peers, giving reasons for their choices -identifying and discussing themes and conventions in and across a wide range of writing

- making comparisons within and across books
- learning 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
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction

			<ul style="list-style-type: none">-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-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.
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