

Coleham Primary School READING progression.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> Read phonically regular words of more than one syllable. Read many irregular but high-frequency words. Use phonic knowledge to understand unfamiliar vocabulary. <p>*Children should be reading at Red band level by the end of EYFS.</p>	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> Apply phonic knowledge and skills to decode most words. Read accurately by blending sounds in unfamiliar words. Read common exception words. Read words of more than one syllable containing GPCs. Read word contractions (I'll, I'm we'll etc.) Read books aloud that allow them to apply their developing phonic knowledge. Re-read books in order to build fluency and confidence. Read real and pseudo words. Read words with the suffixes -y -ed, -er, -ing and understand how these affect meaning. <p>*Children should be reading at Green band level by the end of year 1.</p>	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills to decode unfamiliar words. Read accurately, blending sounds that contain known graphemes. Recognise alternative sounds for graphemes. Read words containing common suffixes. Read words with the suffixes – est, –er, -ness, -ful, -less and – ly, and understand how these affect meaning. Read most words quickly and fluently with little sounding out or blending. (90 words per minute) Read and reread books aloud that are matched to their current phonics knowledge. Sound out unfamiliar words accurately and automatically with little hesitation. <p>*Children should be reading at White band level by the end of year 2.</p>	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> Apply an increasing knowledge of root words, suffixes and prefixes. Read further exception words. Develop a wider range of vocabulary. Use learnt strategies to work out unfamiliar words. <p>*Children should be Free Readers by the end of year 3.</p>	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> Use knowledge of root words, suffixes and prefixes to understand new words. (un-, dis-, mis-, in-, sub-, re-im-) Read further exception words, noticing unusual correspondences between spelling and sound. Continue to use strategies to work out unfamiliar words. Develop a wider range of vocabulary. 	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> Apply an increasing knowledge of root words, suffixes and prefixes, using these to understand new words. (super-, anti-, auto -, inter-) Continue to develop a wide bank of vocabulary. <p>*Most pupils will no longer need direct teaching of reading at word level. The focus should be solely on comprehension.</p>	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> Apply an increasing knowledge of root words, suffixes and prefixes, using these to understand new words. (-ation, -our, -ous) Continue to develop a wide bank of vocabulary. <p>*Most pupils will no longer need direct teaching of reading at word level. The focus should be solely on comprehension.</p>
Comprehension	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> Describe the main events in the simple stories they have read. 	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> Link what they have read to their own experiences. Make predictions based on what has happened so far. Clearly explain what has been read to them. Participate in discussions about stories, taking turns and listening. Discuss the significance of titles and events in a text Make simple inferences based on what has happened and what they already know (either from the text or what the teacher has told them) Notice when a sentence doesn't make sense and the re-read it. Explain the difference between fiction and non-fiction texts. Discuss word meanings and make links with familiar vocabulary. 	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> Retrieve literal information from a text. Discuss the sequence of events in stories and think about how information is related. Become familiar with non-fiction books that are structured in different ways. Discuss and clarify unfamiliar words and make links with known vocabulary. Draw on experiences to make link between texts. Check that a text makes sense as they are reading, self-correcting when necessary. Ask and answer questions about a text. Make predictions based on what has been read so far. 	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> Read books that are structured in different ways and read for purpose. Ask or use a dictionary to find the meaning of unfamiliar vocabulary. When reading aloud show understanding through intonation, tone, volume and action. Recognise some different types of poetry. Identify and summarise the main ideas drawn from 1 or more paragraphs. Predict what might have happened from details that have been stated or implied. Retrieve and record information from non-fiction texts. Participate in discussion about texts, sharing and listening to others' ideas. 	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> Continue to read for purpose. Make links within texts based on information that has been implied. Justify decisions they make about a text by extracting evidence and discussing. Explain the meaning of words in context. Discuss how vocabulary choices impact the reader. Make predictions about texts based on information that has been implied, as well as drawing from personal experiences and knowledge of traditional tales. Retrieve, record and present information found in information texts. 	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> 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. Make comparisons within a text. Identify and summarise the main ideas drawn from 1 or more paragraphs, identifying key ideas to support the main ideas. Distinguish between statements of fact and opinion. Provide reasoned justifications for their views. 	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> Continue to Increase their familiarity with a wide range of books. Make comparisons within and across different texts. Draw inferences such as: inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Explain and discuss their understanding of what they have read in ways such as formal presentation and debates. Compare characters, settings and themes.

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<p>Reading for Pleasure</p> <p><i>*All children should be exposed to a range of fiction/non-fiction/poetry each year</i></p>	<p><i>Pupils should be given opportunities to:</i></p> <ul style="list-style-type: none"> Recognise and join in with predictable phrase. Become familiar with some key stories and traditional tales. Appreciate rhymes and poems. 	<p><i>Pupils should be given opportunities to:</i></p> <ul style="list-style-type: none"> Recognise and join in with predictable phrases Be familiar with key stories and traditional tales. Appreciate rhymes and poems and learn some by heart. Listen to a variety of stories, poems and non-fiction at a level beyond which they are able to access independently. 	<p><i>Pupils should be given opportunities to:</i></p> <ul style="list-style-type: none"> Retell a variety of traditional and fairy stories. Build up a repertoire of poems learnt by heart. Discuss their favourite words and phrases. Listen to a variety of stories, classic and contemporary poems and non-fiction at a level beyond which they are able to access independently and share their views. Share their favourite stories with others. 	<p><i>Pupils should be given opportunities to:</i></p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Discuss words and phrases that capture the reader's imagination. 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. Decide when a text does not engage them and change it for something new. Share and write reviews on books they have enjoyed. Perform some poems / songs they have learned 	<p><i>Pupils should be given opportunities to:</i></p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Discuss words and phrases that capture the reader's imagination. 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. Share and write reviews on books they have enjoyed. Further develop their repertoire of learnt poems and songs, and also their performance skills 	<p><i>Pupils should be given opportunities to:</i></p> <ul style="list-style-type: none"> Recommend books they have enjoyed to their peers and younger children. Learn a wide range of poetry, songs and storied by heart To perform longer poems in groups and individually 	<p><i>Pupils should be given opportunities to:</i></p> <ul style="list-style-type: none"> Recommend books they have enjoyed to their peers and younger children. Continue to learn a wider range of poetry, songs and stories by heart and share with audiences of adults and younger children
<p>Story time</p>	<p>Pupils should be given the opportunity to listen to a story being read to them at the end of the day. (Or at an alternative time that suits the classroom)</p>	<p>Pupils should be given the opportunity to listen to a story being read to them at the end of the day. (Or at an alternative time that suits the classroom)</p>	<p>Pupils should be given the opportunity to listen to a story being read to them at the end of the day. (Or at an alternative time that suits the classroom)</p>	<p>Pupils should be given the opportunity to listen to a story being read to them at the end of the day. (Or at an alternative time that suits the classroom)</p>	<p>Pupils should be given the opportunity to listen to a story being read to them at the end of the day. (Or at an alternative time that suits the classroom)</p>	<p>Pupils should be given the opportunity to listen to a story being read to them at the end of the day. (Or at an alternative time that suits the classroom)</p>	<p>Pupils should be given the opportunity to listen to a story being read to them at the end of the day. (Or at an alternative time that suits the classroom)</p>
<p>Age appropriate book list*</p>	<ul style="list-style-type: none"> The Very Hungry Caterpillar The Magic Porridge Pot The Gingerbread Man 	<ul style="list-style-type: none"> All Classic Fairy Tales <i>Well-loved stories</i> Where the Wild Things are The Tiger Who Came to Tea Toy Boat Hansel and Gretel Funny bones Dogger Alice in Wonderland Little Red Riding Hood Jack and the beanstalk <i>Contemporary Picture Books</i> Oi Frog! The Crocodile Who Didn't Like Water Lost and Found Open Very Carefully <i>Poetry</i> Mr Magnolia Michael Rosen's A-Z of Children's Poetry iF Poems 101 Poems for Children <i>Instructions</i> Mr Wolf's Pancakes Real life instruction books e.g. recipe books. 	<p><i>Classic Tales</i></p> <ul style="list-style-type: none"> Dragon Mountain The Brave Sister Selkie Aladdin and the Enchanted Lamp <p><i>Picture Books</i></p> <ul style="list-style-type: none"> Peace at Last The Lighthouse Keeper's Lunch The Jolly Postman Dogger The Forest Child The Selfish Crocodile <p><i>Books By Well-Know Authors</i></p> <ul style="list-style-type: none"> Anthony Borwn Shirely Hughes Janet and Alan Ahlberg Quentin Blake John Burningham Mini Grey <p><i>Longer Narratives</i></p> <ul style="list-style-type: none"> Flat Stanley Mango and Bambang Pugs of the Frozen North The Twits George's Marvellous Medicine <p><i>Poetry</i></p> <ul style="list-style-type: none"> Michael Rosen's A-Z of Children's Poetry iF Poems 101 Poems for Children 	<p><i>Classic Narratives</i></p> <ul style="list-style-type: none"> The Odyssey Sinbad the Sailor Myths from Across the World <p><i>Narrative Texts</i></p> <ul style="list-style-type: none"> The Last Polar Bears Clockwork The Firework-Maker's Daughter <p><i>Picture Books</i></p> <ul style="list-style-type: none"> Tuesday On Sudden Hill Grandad's Island Weasles <p><i>Well-loved Narratives</i></p> <ul style="list-style-type: none"> Just So Stories The Iron Man The BFG The Little Prince How the Whale Became <p><i>Shakespeare</i></p> <ul style="list-style-type: none"> The Tempest <p><i>Biography</i></p> <ul style="list-style-type: none"> Enormous Smallness Star Stuff Little People, Big Dreams On Bean of Light <p><i>Poetry</i></p> <ul style="list-style-type: none"> Please Mrs Butler The Rattle Bag The Ring of Words iF Poems 	<p><i>Classic Narratives</i></p> <ul style="list-style-type: none"> Tales from 1001 Nights <p><i>Narrative Texts</i></p> <ul style="list-style-type: none"> Caroline Old and the Frost Giants Diamond Brothers <p><i>Picture Books/ Graphic Novels</i></p> <ul style="list-style-type: none"> Instructions Flotsam Fungus and the Bogeyman Night of the Gargoyles The Cat from Hunger Mountain <p><i>Well-loved Narratives</i></p> <ul style="list-style-type: none"> Charlotte's Web The Wind in the Willows <p><i>Shakespeare</i></p> <ul style="list-style-type: none"> Macbeth <p><i>Poetry</i></p> <ul style="list-style-type: none"> Please Mrs Butler The Rattle Bag The Ring of Words iF Poems The Nation's Favourite Children's Poems 	<p><i>Classic Narratives</i></p> <ul style="list-style-type: none"> Robin Hood Trickster Tales Kenzuke's Kingdom <p><i>Novels</i></p> <ul style="list-style-type: none"> The Graveyard Book Coram Boy The Miraculous Journey of Edward Tulane The Imaginary My Brother's Ghost <p><i>Picture Books/ Graphic Novels</i></p> <ul style="list-style-type: none"> Hilda and the Troll FARTHER Journey Black Dog Mr Wuffles <p><i>Classic Novels</i></p> <ul style="list-style-type: none"> The Hobbit The Call of the wild Goodnight Mr Tom Carrie's War <p><i>Shakespeare</i></p> <ul style="list-style-type: none"> Julius Ceaser <p><i>Poetry</i></p> <ul style="list-style-type: none"> Collected Poems for Children The Rattle Bag The Oxford Treasury of Classic Poems <p><i>Narrative Poetry</i></p> <ul style="list-style-type: none"> Flannan Isle The Highwayman Poems from <i>Cautionary Tales</i> 	<p><i>Classic Narrative</i></p> <ul style="list-style-type: none"> King Arthur <p><i>Novels</i></p> <ul style="list-style-type: none"> Rooftoppers Freak the Mighty Wonder The Girl of Ink and Stars Northern Lights <p><i>Picture Books/ Graphic Novels</i></p> <ul style="list-style-type: none"> The Watertower The Island The Rabbits The Arrival The Mysteries of Harris Burdick <p><i>Classic Novels</i></p> <ul style="list-style-type: none"> Treasure Island Watership Down The Wizard of Earthsea Shakespeare Henry V <p><i>Poetry</i></p> <ul style="list-style-type: none"> Collected Poems for Children The Rattle Bag The Oxford Treasury of Classic Poems

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			<ul style="list-style-type: none">• Instructions• The Nation's Favourite Children's Poems	<ul style="list-style-type: none">• The Nation's Favourite Children's Poems			
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*This list is only a suggestion taken from 'Teaching English by the Book' by James Clements. Think about how these texts could be used in your planning. (Book reviews/Retelling/Character Descriptions/Information Texts etc.) We have one copy of this book in school if you would like to look at the comprehensive list of books suggestions per year group and suggested activities. These texts ARE NOT restricted to the suggested year groups but liaise with other year groups to avoid cross over. Please think about how these could be used as part of a book study for guided reading.