



Granby Primary School

Reading Progression Document



		FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shared class texts (Literacy)	Fiction		<ul style="list-style-type: none"> Happy in our own skin, My Brother, Stickman, Naughty Bus, Where the Wild Things Are 	<ul style="list-style-type: none"> Dogger, Silly Billy, Operation Night Monster, Don't read this book! Little Red Riding Hood, Pumpkin soup, The Quest, Traction Man 	<ul style="list-style-type: none"> Lone Wolf, The Dragon Machine, The Storm, The Way Back Home, Winter's Child 	<ul style="list-style-type: none"> Lost Happy Endings, The Iron Man, The Spiderwick Chronicles, Manfred the Baddie 	<ul style="list-style-type: none"> Leon The Place In Between, Friend or Foe, Oranges in No Mans Land 	<ul style="list-style-type: none"> Eye of the wolf, War Horse, The man who walked between the two towers, The giant's necklace, The Ogre, Reading Explorer: <ul style="list-style-type: none"> Bedgellert
	Non-Fiction		<ul style="list-style-type: none"> How to make a cup of squash, Magic Beanstalks 	<ul style="list-style-type: none"> Growing Chocolate, All about orang-utans 	<ul style="list-style-type: none"> Autobiographical text for Little Red Riding Hood, Where would you like to live? 	<ul style="list-style-type: none"> Space explored, Atlas of Adventure, The Shang Dynasty 	<ul style="list-style-type: none"> Atlas of Adventures 	<ul style="list-style-type: none"> Reading Explorer texts: <ul style="list-style-type: none"> Recipe for disaster, Arachnophobia
	Poetry		<ul style="list-style-type: none"> Stickman 	<ul style="list-style-type: none"> Full of surprise, Splish Splash Splosh, Going through old photos 	<ul style="list-style-type: none"> Christiana Rossetti - Double Riddle, Flint, Who has seen the wind, What is pink?, Roger McGough - Potato Clock, Plague Around, In case of fire. 		<ul style="list-style-type: none"> Charles Causley Collected Poems 	
Word Reading	Phonics & decoding	<p style="text-align: center;">Birth to 3 3 – 4 year olds Children in reception Early Learning Goals</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending; 	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decoding 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 (Phase 2, 3 4 & 5) read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs 	<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 	<ul style="list-style-type: none"> decode most new words outside their spoken vocabulary, make good approximations to the word's pronunciation apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet 	<ul style="list-style-type: none"> read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity apply their growing knowledge of root words, prefixes and suffixes, as listed in English Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words that they meet 		
	Common exception words	<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> read common exception words (Y1), noting unusual correspondences between spelling and sound and where these occur in the word read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> read further common exception words (Y2), noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> read further exception words (Y3 & 4), noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> read further exception words (Y5 & 6), noting the unusual correspondences between spelling and sound, and where these occur in the word 		
Fluency	<ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> 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 re-read books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> 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 re-read books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> at the beginning of Y3 pupils should be able to read books written at an age-appropriate interest level towards the end of Y3 and early into Y4, children should become independent, fluent and enthusiastic readers 				



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Comprehension (including inference & prediction)	<ul style="list-style-type: none"> Listen to simple stories and understand what is happening, with the help of the pictures. Say some of the words in songs and rhymes Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Demonstrate understanding of what has been read to them by retelling stories 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. 	<ul style="list-style-type: none"> listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently be encouraged to link what they read or hear read to their own experiences become 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 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 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. 	<ul style="list-style-type: none"> listen to, discuss and express 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 become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear discuss and clarifying the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases 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 answering and asking questions making inferences on the basis of what is being said and done 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. 	<ul style="list-style-type: none"> listen to and discuss 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 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identify themes and conventions in a wide range of books identifying how language, structure, and presentation contribute to meaning preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry [for example, free verse, narrative poetry] discuss words and phrases that capture the reader's interest and imagination use dictionaries to check the meaning of words that they have read 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 predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these 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"> continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read 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 identifying and discussing themes and conventions in and across a wide range of writing identifying how language, structure and presentation contribute to meaning 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 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader recommending books that they have read to their peers, giving reasons for their choices making comparisons within and across books 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 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.
Non-Fiction		<ul style="list-style-type: none"> listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently be introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> listen to and discuss a wide range of non-fiction and reference books or textbooks retrieve and record information from non-fiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction