

English Reading

Progression of Skills

Bidston Avenue Primary School

Class Reading Spine (Books to be read over the eight years at our school)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery (F1) <ul style="list-style-type: none"> Where's Spot? – Eric Hill Dear Zoo – Rod Campbell You Choose – Pippa Goodhart and Nick Sharratt We're Going on a Bear Hunt – Michael Rosen Brown Bear, Brown Bear, What Do You See? – Bill Martin Jnr and Eric Carle Jasper's Beanstalk – Nick Butterworth and Mick Inkpen The Very Hungry Caterpillar – Eric Carle Hairy Maclary from Donaldson's Dairy – Lynley Dodd Each Peach Pear Plum – Allan and Janet Ahlberg Hug – Jez Alborough The Train Ride – June Crebbin Come on, Daisy – Jane Simmons Owl Babies – Martin Waddell 	<ul style="list-style-type: none"> Peace at Last – Jill Murphy Can't You Sleep Little Bear? – Martin Waddell Where the Wild Things Are – Maurice Sendak The Elephant and the Bad Baby – Elfrida Vipont and Raymond Briggs Avocado Baby – John Burningham The Tiger Who Came to Tea – Judith Kerr Lost and Found – Oliver Jeffers Knuffle Bunny – Mo Willems Beegu – Alexis Deacon Dogger – Shirley Hughes Cops and Robbers – Alan and Janet Ahlberg Elmer – David McKee 	<ul style="list-style-type: none"> Traction Man is Here - Mini Grey Meerkat Mail – Emily Gravett Amazing Grace – Mary Hoffman Pumpkin Soup – Helen Cooper Who's Afraid of the Big Bad Book? - Lauren Child Dr Xargle's Book of Earthlets – Tony Ross Not Now Bernard – David McKee Tuesday – David Wiesner The Flower – John Light Gorilla – Anthony Browne Emily Brown and The Thing – Cressida Cowell Frog and Toad Together – Arnold Lobel The Owl Who Was Afraid of the Dark – Jill Tomlinson Fantastic Mr Fox – Roald Dahl The Hodgeheg – Dick King-Smith Flat Stanley – Jeff Brown Willa and Old Miss Annie – Berlie Doherty 	<ul style="list-style-type: none"> The Iron Man – Ted Hughes Cat Tales: Ice Cat – Linda Newberry The Sheep-pig – Dick King-Smith The Abominables- Eva Ibbotson The Lion, The Witch and The Wardrobe – C.S. Lewis The Battle of Bubble and Squeak - Phillipa Pearce Hansel and Gretel – Anthony Browne 	<ul style="list-style-type: none"> Bill's New Frock – Anne Fine Charlotte's Web – EB White Why the Whales Came – Michael Morpurgo The Firework Maker's Daughter – Phillip Pullman The Snow Walker's Son – Catherine Fisher Perry Angel's Suitcase – Glenda Millard Voices in the Park – Anthony Browne 	<ul style="list-style-type: none"> The Wolves of Willoughby Chase - Joan Aiken Varjak Paw – SF Said Wolf Brother – Michelle Paver Street Child – Berlie Doherty The Midnight Fox – Betsy Byars Tom's Midnight Garden – Phillipa Pearce FARTHER – Grahame Baker-Smith 	<ul style="list-style-type: none"> Holes – Louis Sachar Clockwork – Phillip Pullman The Hobbit – JRR Tolkien Skellig – David Almond Fireweed – Jill Paton Walsh River Boy – Tim Bowler The Arrival – Shaun Tan
Reception (F2) <ul style="list-style-type: none"> The Gruffalo – Julia Donaldson Handa's Surprise – Eileen Browne Mr Gumpy's Outing – John Burningham Rosie's Walk – Pat Hutchins Six Dinner Sid – Inga Moore Mrs Armitage – Quentin Blake Whatever Next – Jill Murphy On the Way Home – Jill Murphy Farmer Duck – Martin Waddell Goodnight Moon – Margaret Wise-Brown Shhh! – Sally Grindley 	<div style="border: 2px solid red; border-radius: 25px; padding: 10px; text-align: center;"> <p><i>"A child who is read to will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds."</i></p> <p>Pie Corbett</p> </div>					

Phonics, Decoding and Spelling

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To read individual letters by saying sounds for them.</p> <p>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>To say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>To read words consistent with their phonic knowledge by sound blending.</p> <p>(Linked to RWI scheme of work)</p> <p>To spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing taught GPCs and the endings -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll. And understand the apostrophe represents the omitted letter(S)</p> <p>To read other words of more than one syllable that contain taught GPCs</p>	<p>To 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>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables, that contain the same graphemes as above</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To 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>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p>	<p>To 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>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To 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>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes,suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
<p>To read a few common exception words matched to the school's phonics programme.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read further common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

Fluency, Understanding and Correcting Inaccuracies

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.</p> <p>To read words consistent with their phonic knowledge by sound blending.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>Read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation.</p> <p>Recognise punctuation, pausing at key moments.</p>	<p>Read clearly and apply punctuation accurately.</p> <p>Use expression and intonation with a growing awareness of the audience and purpose.</p> <p>Word reading should also support the development of vocabulary.</p>	<p>Read fluently, using punctuation, expression and intonation of a growing vocabulary, showing an awareness of the intended audience and purpose.</p>	<p>Use punctuation, expression and intonation of a wider vocabulary to create moods, showing an appreciation of the audience and purpose.</p>
<p>To re-read books to build up their confidence in word-reading, their fluency and their understanding and enjoyment.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>		<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>

Comprehension

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To re-read books to build up their confidence in word-reading, their fluency and their understanding and enjoyment.</p> <p>To 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 a story.</p> <p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>To describe events in some detail.</p> <p>To use new vocabulary in different contexts.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>To recognize and join in with predictable phrases</p> <p>Learning to appreciate rhymes and poems and to recite some by heart</p> <p>Understand both the books that they can read accurately and fluently and those they listen to by:</p> <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 in accurate reading • To join in with discussions about a text, taking turns and listening to what others say. <p>To discuss the significance of titles and events.</p>	<p>To 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>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>Understand both the books that they can read accurately and fluently and those they listen to by:</p> <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 in accurate reading • Answering and asking questions 	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>To increase their familiarity with a wide range of books , including fairy stories, myths and legends, and retelling some of these orally</p> <p>To prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise different forms of poetry</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>To prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise different forms of poetry</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>To 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.</p> <p>To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>To recommend texts to peers based on personal choice.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Make comparisons within and across books</p> <p>Learning a wider range of poetry 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>To distinguish between statements of facts and opinion</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To 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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p>

		<p>To discuss the sequence of events in books and how items of information is related</p> <p>To recognize simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>				<p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Make comparisons within and across books</p> <p>Learning a wider range of poetry 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>To distinguish between statements of facts and opinion and to provide reasoned justifications for their views</p>
<p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>To ask questions to find out more and to check they understand what has been said to them.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>To continue to build up a repertoire of poems learned by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear</p>	<p>To check 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>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>Check 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>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>Check 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>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect and consider the impact on the reader</p>
<p>To articulate their ideas and thoughts in well-formed sentences.</p> <p>To anticipate (where appropriate) key events in stories.</p> <p>To 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 offer explanations for why things might happen, making use of recently introduced vocabulary</p> <p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>To begin to make simple inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>Explain clearly their understanding of what is read to them</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p> <p>Explain and discuss their understanding of books, poem and other materials, both those that they listen to and those that they read for themselves</p>	<p>To draw 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>Participate in discussion about both books that are read to them and those they can read to themselves, taking turns and listening to what others say</p>	<p>To draw 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>Participate in discussion about both books that are read to them and those they can read to themselves, taking turns and listening to what others say</p>	<p>To draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To identify how language, structure and presentation contribute to meaning</p>	<p>To draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence</p> <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>

<p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p><i>Select non-fiction books for different purposes.</i></p>	<p>To recognize that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts. To use dictionaries to check the meaning of words that they have read</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading, history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

