

## Reading Progression at The Meadows



Early Years

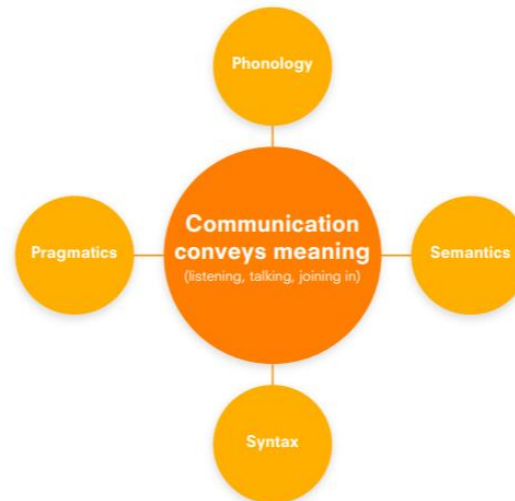
# Threshold concepts and big ideas

One threshold concept underpins communication and language: **communication conveys meaning to others**.

Three inter-related aspects underpin this concept: listening, talking and joining in.

There are four big ideas that drive curriculum provision:

- **phonology**, for which schools will follow a recognised and approved phonics scheme
- **semantics**, which concerns the meaning and comprehension of vocabulary
- **syntax**, which is the organisation and order of words into coherent thoughts
- **pragmatics**, which involves knowing how to take turns and participate in communication with others.



# Threshold concept: communication conveys meaning



## Importance

The ability to communicate is recognised as the most fundamental life skill for children. Early language development and communication skills are recognised as primary indicators of child well-being due to the link between language and other social, emotional and learning outcomes. Language contributes to a child's ability to manage emotions and communicate feelings; to establish and maintain relationships; and to think symbolically. It has a set of rules (grammar) which we follow to make meaning clear to others. Communication and language underpin the learning in every area.

## Big ideas

To communicate, children need to:

- pay attention to others
- decipher body language
- listen
- understand words and their meaning
- keep that information in mind.

They then have to:

- have an idea for a reply
- choose words (semantics)
- follow rules (grammar and syntax)
- choose sounds (phonology)
- speak fluently
- use appropriate body language and wait for a turn to speak (pragmatics).

## Vocabulary

- attend
- listen
- talk
- understand

## Progression milestones

N

Enjoys listening to stories.  
Uses sentences of around 4-6 words.  
Talks to themselves when playing (using language to think).  
Speaks differently in different contexts (apparent in imaginative play).  
Can describe what is happening, express ideas and start conversations.  
Communication is developing but may have problems with irregular tenses and plurals.  
May have problems pronouncing the phonemes r, j, th, w, ch and sh.  
Generally uses pronouns correctly.  
Asks lots of questions.  
Enjoys rhymes and songs.

R1

Understands the importance of listening.  
Has an extensive vocabulary.  
Sometimes joins longer sentences with because (cause and effect).  
Retells stories and sequences events.  
Often gives a running commentary during play.  
Sometimes blurs boundaries between fact and fiction.  
Speech is generally fully intelligible but there may be some incorrect pronunciation.  
Enjoys non-fiction books, especially an area they are interested in, e.g. dinosaurs.  
Asks a large number of questions.  
Uses language for a variety of

R2

Uses a wide range of vocabulary appropriately.  
In general, structures sentences correctly (grammar is sometimes incorrect).  
Picks up and uses language from TV shows and books.  
Questions are usually precise.  
Offers opinions.  
Is still learning about the more subtle uses of language, e.g. metaphor and irony.

Term/ Theme	Texts	Children In Nursery	Children in Reception	Activities	Vocabulary
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<p>Autumn 1 – All About Me</p> <p>Chris Quigley Communication conveys meaning</p>	<p>Harry and his bucketful of dinosaurs. Funny Bones Peace At Last Autumn non fiction texts. (Write Stuff) Ruby’s Worry (Write Stuff)</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</p>	<p>Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. •</p>	<p>C&amp;L skills are embedded in all activities and everyday routines and in those back and forth interactions. Daily Story time with a range of star reads, termly reads and phonics books. Child initiated activities Adult initiated activities Phase 1 phonics activities Listening games Sharing News. Show and Tell Zumos Circle Time Hot seating Continuous Provision including Puppets Small World Role Play</p>	<p>Talk Listen Understand Concentrate</p>
<p>Autumn 2 – Celebrations</p> <p>Chris Quigley Communication conveys meaning</p>	<p>The Write Stuff texts Poppies Diwali Laura’s Star</p>	<p>Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”</p>	<p>Learn new vocabulary. Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences.</p>	<p>C&amp;L skills are embedded in all activities and everyday routines and in those back and forth interactions. Daily Story time with a range of star reads,</p>	<p>Words vocabulary</p>

				<p>termly reads and phonics books.  Child initiated activities  Adult initiated activities  Phase 1 phonics activities  Listening games  Sharing News.  Show and Tell  Zumos Circle Time  Hot seating  Continuous Provision including  Puppets  Small World Role Play  Role Play</p>	
<p>Spring 1 – New Year  Be healthy and Safe</p> <p>Chris Quigley  Communication conveys meaning</p>	<p>The Write Stuff  Luna New Year  Handa’s Surprise/  Oliver’s Vegetable –</p>	<p>Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Connect one idea or action to another using a range of connectives.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Develop social phrases.  Engage in story times.  Listen to and talk about stories to build</p>	<p>C&amp;L skills are embedded in all activities and everyday routines. Story time  Child initiated activities  Adult initiated activities  Listening games  Sharing News.  Show and Tell  Weekend Bear  Zumos Circle Time  Hot seating  Continuous Provision including  Puppets  Small World</p>	<p>Sentence</p>

			familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Role Play Nursery Phase 1 phonics activities New Year Be healthy Lent Pancake Day Chinese New Year and animals Seasons – Winter Reception New Year around the world Be healthy and stay safe Lent, Chinese New Year and China	
Spring 2 – Growth and Change Easter  Chris Quigley Communication conveys meaning	The Write stuff The very Hungry Caterpillar Jack and the Jelly Bean Rosie’s Walk	Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. •	Ask questions to find out more and to check they understand what has been said to them. Use new vocabulary in different contexts. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	C&L skills are embedded in all activities and everyday routines. Story time Child initiated activities Adult initiated activities Listening games Sharing News. Show and Tell Weekend Bear Zumos Circle Time Hot seating Role Play Growing Caterpillars Shrove Tuesday and Ash Wednesday Easter	Questions Communicate

<p>Summer 1 – The Wider World</p> <p>Chris Quigley Communication conveys meaning</p>	<p>Bear Hunt How to catch a Star Katie’s Sunflowers</p>	<p>Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p>	<p>Listening and attention 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>	<p>C&amp;L skills are embedded in all activities and everyday routines. Story time Child initiated activities Adult initiated activities Listening games Sharing News. Show and Tell Weekend Bear Zumos Circle Time Hot seating Role Play</p>	
<p>Summer 2 – Moving on</p> <p>Chris Quigley Communication conveys meaning</p>	<p>Rainbow Fish Snail and the Whale What will we build?</p>	<p>Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver -</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Speaking 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</p>	<p>C&amp;L skills are embedded in all activities and everyday routines. Story time Child initiated activities Adult initiated activities Listening games Sharing News. Show and Tell Weekend Bear Zumos Circle Time Hot seating Role Play</p>	<p>Disagree organise</p>

			<p>stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		
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### Key Stage One and Two

Year 3 and 4 – Even Year: 2022 – 2023						
	Autumn 1 (6 Weeks):	Autumn 2 (7 Weeks):	Spring 1 (6 Weeks):	Spring 2 (5 weeks):	Summer 1 (7 weeks):	Summer 2 (7 Weeks):
Writing Units	<b>Fiction:</b> Stone Age Boy	<b>Fiction:</b> Wolves in the Walls Duration: 3 weeks	<b>Fiction:</b> The Last Bear (Adventure) – Y3	<b>Fiction:</b> The Secret of Black Rock (3 weeks)	<b>Fiction:</b> Theseus and the Minotaur (Myths) 3-4 weeks	<b>Poetry:</b> I Asked the Little Boy who Couldn't See (Poem) – 1 week



	<p>Duration: 3 weeks</p> <p><b>Non-fiction:</b> Skara Brae – Holiday Brochure</p> <p>Duration: 3 weeks</p>	<p><b>Non-fiction:</b> Journey into the Wonderful World of your Microbiome (Explanation – Non-fiction)</p> <p>Duration: 3 weeks</p>	<p>Duration: 3 week</p> <p><b>Poetry:</b> The River– Y4</p> <p>Duration: 1 week</p> <p><b>Fiction:</b> The Secret of Black Rock (3 weeks)</p>	<p><b>Fiction:</b> The Incredible Book Eating Boy (Comedy) – Year 3</p> <p>Duration: 2 weeks</p>	<p><b>History link</b></p> <p><b>Non-Fiction:</b> Script for Factual Tour - Once upon a Raindrop (3 weeks)</p>	<p><b>Fiction:</b> The Iron Man (Fiction) – 4 weeks</p>	
Key	<p><b>Classic texts</b> - The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today</p>	<p><b>Non-Linear Time Sequences</b> - In passages written exclusively for students—or more specifically for student assessments—time tends to unfold with consistency.</p>	<p><b>Narratively Complex</b> - Books are sometimes narrated by an unreliable narrator</p>	<p><b>Figurative/Symbolic</b> -Texts which happen on an allegorical or symbolic level.</p>	<p><b>Resistant Texts</b> - Texts written to deliberately resist easy meaning-making by readers.</p>	<p><b>Reading for Pleasure</b> – A child chosen text (age-related).</p>	<p><b>Non-fiction – Cross curricular links</b></p>



Year 3 and 4 – Odd Year: 2023 – 2024						
	Autumn 1 (6 Weeks):	Autumn 2 (7 Weeks):	Spring 1 (6 Weeks):	Spring 2 (5 weeks):	Summer 1 (7 weeks):	Summer 2 (7 Weeks):
Writing Units	<p><b>Fiction:</b> Narrative - Traditional tale with a twist - The True Story of The Three Little Pigs</p> <p>Duration: 4 weeks</p>	<p><b>Non-fiction:</b> Secrets of a Sun King</p> <p>Duration: 3 weeks</p>	<p><b>Fiction:</b> Charlie and The Chocolate Factory</p> <p>Duration: 4 weeks</p>	<p><b>Non-fiction:</b> Non-Fiction - Explanation - How A Robot Dog Works</p> <p>Duration 4 weeks</p>	<p><b>Fiction:</b> Norse Myth - Arthur and The Golden Rope</p> <p>History link</p>	<p><b>Non-fiction:</b> Street Beneath My Feet</p>

	<p><b>Poem:</b> Autumn Is Here</p> <p>Duration: 2 weeks</p>	<p><b>Non-fiction:</b> Christmas Dessert Social Media Post</p> <p>Duration: 3 weeks</p>	<p><b>Poetry:</b> The Colour Collector</p> <p>Duration: 2 weeks</p>		<p><b>Non-Fiction:</b> S Newspaper Report - Wizard of Once</p>	<p><b>Fiction:</b> Romance - The Blue Umbrella</p>	
Key	<p><b>Classic texts</b> - The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today</p>	<p><b>Non-Linear Time Sequences</b> - In passages written exclusively for students—or more specifically for student assessments—time tends to unfold with consistency.</p>	<p><b>Narratively Complex</b> - Books are sometimes narrated by an unreliable narrator</p>	<p><b>Figurative/Symbolic</b> - Texts which happen on an allegorical or symbolic level.</p>	<p><b>Resistant Texts</b> - Texts written to deliberately resist easy meaning-making by readers.</p>	<p><b>Reading for Pleasure</b> – A child chosen text (age-related).</p>	<p><b>Non-fiction – Cross curricular links</b></p>
Reading Units	<p>Classic – The little match girl (3 weeks)</p> <p>Non-linear – The Midnight Fox (2 weeks)</p>	<p>Complex – Toys Go Out</p> <p>Resistant - The Mysteries of Harris Burdick</p>	<p>Classic – Alice’s Adventures in Wonderland (3 weeks)</p> <p>Non-linear – Fortunately the milk (2 weeks)</p>	<p>Complex – The Witches (2 week)</p> <p>Symbol – The Molehouse Cat (1 week)</p>	<p>Classic - Beauty and the Beast – (3 weeks)</p> <p>Non-linear – Dominic Grows Sweetcorn (2 weeks)</p>	<p>Complex – Nim’s Island (2 weeks)</p> <p>Symbol - Catch a Little Rhyme (poem) - 1 week</p>	

	<p>Symbol - Dream Variations (poem) - 1 week</p> <p>Non-fiction texts relating to other foundation subjects</p>	<p>Non-fiction texts relating to other foundation subjects</p>		<p>Non-fiction texts relating to other foundation subjects</p>		<p>Resistant - Something Told the Wild Geese (poem) - 1 week</p> <p>Non-fiction texts relating to other foundation subjects</p>
Class Reads	<b>Child chosen TBD</b>	<b>Child chosen TBD</b>	<b>Child chosen TBD</b>	<b>Child chosen TBD</b>	<b>Child Chosen TBD</b>	<b>Child chosen TBD</b>

Year 5 and 6 – Even Year: 2022 – 2023						
	Autumn 1 (6 Weeks):	Autumn 2 (7 Weeks):	Spring 1 (6 Weeks):	Spring 2 (5 weeks):	Summer 1 (7 weeks):	Summer 2 (7 Weeks):

Writing Units	<b>Fiction: Traditional Tale</b> - Hansel and Gretel by Neil Gaiman	<b>Non-fiction: Balanced Arguments</b> – Screen Time	<b>Fiction: Narrative</b> - The Firework Maker’s Daughter by Phillip Pullman	<b>Non-fiction: Ancient Greece</b> History link	<b>Fiction: The No-where Emporium</b> (3 weeks)	<b>Non-fiction: Pet Peeves</b> (3 weeks) Computing link – Communicating online (Sharp)	
	<b>Fiction: Recounts</b> – Letters from the Lighthouse by Emma Carroll	<b>Fiction: Narrative</b> – Rose Blanche by Ian McEwan  Assessment Week	<b>Poetry</b> – Thinker's Rap	Assessment Week	<b>Non-fiction: The Origin of the Species</b> (4 weeks) Science link - Biology	<b>Poetry: Highway Man</b> (2 weeks) History link  Assessment week (1 week)	
Key	<b>Classic texts</b> - The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today	<b>Non-Linear Time Sequences</b> - In passages written exclusively for students—or more specifically for student assessments—time tends to unfold with consistency.	<b>Narratively Complex</b> - Books are sometimes narrated by an unreliable narrator	<b>Figurative/Symbolic</b> - Texts which happen on an allegorical or symbolic level.	<b>Resistant Texts</b> - Texts written to deliberately resist easy meaning-making by readers.	<b>Reading for Pleasure</b> – A child chosen text (age-related).	<b>Non-fiction – Cross curricular links</b>

Reading Units	Tom's Midnight Garden (Classic) - 3 weeks Time Travelling with a Hamster (Non-Linear) - 2 weeks Non-fiction - Red Blood Cells (Booth Year 6) - 1 week	Non-fiction - WW2 - 1 week Poetry - Jabberwocky (Resistant text) - 1 week A Tale Dark and Grim (Complexity of the Narrator) - 2 weeks Northern Lights (Symbolism) - 2 weeks	Firework Poem - Enid Blyton/Firework lyrics - Katy Perry (1 week) Greek Myths (2 weeks) Chromatography (Year 5 - Booth) - 1 week Rosa Parks (Year 6 - Booth) - 1 week A Tale Dark and Grimm (Narrator) - 1 week	Treasure Island (Classic) - 2 weeks Who Let the Gods out? (Symbolism) - 2 weeks	Jungle Book (Classic) - 1 week  <b>Caged Bird – Equality – Racism – added due to need in class</b>  <b>The Circle of Life (Non-fiction) – 1 week (Year 5 Booth) - removed see above</b>	A Monster Calls (Resistant texts) – 2 weeks The Eagle (Symbolism – Poem) – 1 week Drugs and Alcohol (Non-fiction) – 1 week (Year 6 Booth) Holes (Non-linear) – 1 week Critiquing the Media (Non-fiction) – 1 week (Year 6 Booth)
Class Reads	Child chosen TBD	Child chosen TBD	Child chosen TBD	Child chosen TBD	A Series of Unfortunate Events (Unreliable narrator) – 2 weeks  Evolution – Darwin (Non-fiction) – 1 week (Year 6 Booth)	Crookhaven by J.J. Arcanjo

Year 5 and 6 – Odd Year: 2023 – 2024							
	Autumn 1 (6 Weeks):	Autumn 2 (7 Weeks):	Spring 1 (6 Weeks):	Spring 2 (5 weeks):	Summer 1 (7 weeks):	Summer 2 (7 Weeks):	
Writing Units	<b>Brilliant Book – Small things (1 week)</b>  <b>Fiction: Narrative – Cosmic (2 weeks)</b>	<b>Fiction: Narrative Horror - A Monster Calls (4 weeks)</b>	<b>Non-fiction - Journal - Mars Transmission (3 weeks)</b>	<b>Fiction: Narrative - The Explorer (4 weeks)</b>	<b>Non-Fiction – Biography: Hatshesput (4 weeks)</b>	<b>Fiction: Narrative - Adventure in Dystopian World – Tyger (4 weeks)</b>	
	<b>Poetry - Malfaesance (2 weeks)</b>	<b>Non-fiction - Persuasive Letter – Scrooge (3 weeks)</b>	<b>Fiction: Narrative – One Small Step (3 weeks)</b>		<b>Poetry - Narrative Poem - Hope-o-potamus (2 weeks)</b>	<b>Non-Fiction – Biography: David Attenborough (3 weeks)</b>	
Key	<b>Classic texts - The vocabulary, usage, syntax and context for cultural reference of texts</b>	<b>Non-Linear Time Sequences - In passages written exclusively for students—or more</b>	<b>Narratively Complex - Books are sometimes narrated by an unreliable narrator</b>	<b>Figurative/Symbolic - Texts which happen on an allegorical or symbolic level.</b>	<b>Resistant Texts - Texts written to deliberately resist easy meaning-making by readers.</b>	<b>Reading for Pleasure – A child chosen text</b>	<b>Non-fiction – Cross curricular links</b>



	over 50 or 100 years old are vastly different and typically more complex than texts written today	specifically for student assessments—time tends to unfold with consistency.				(age-related).	
Reading Units	<p>Small Things – 1 week</p> <p>The Lost Thing (Symbolism) - 1 week – Shaun Tan – Author Study</p> <p>Space (Non-fiction) - 1 week</p> <p>The Arrival – Shaun Tan (2 Week) - Author Study</p> <p>The Hobbit (Classic) - 1 week</p>	<p>Author study – Tolkien Non-fiction</p> <p>A Christmas Carol (Non-linear) - 2 weeks</p> <p>Wonder (Narrator) - 2 weeks</p> <p>The Lie Tree (Resistant) - Poem – 1 week</p>	<p>Daffodils (Symbolism) - 1 week Poetry</p> <p>Mars (Non-fiction) - 1 week</p> <p>Around the world in 80 days (Non-linear) - 2 weeks</p> <p>Egyptians (Non-fiction) - 2 weeks</p>	<p>Oliver Twist (Classic) - 2 weeks</p> <p>Not the end of the world (Narrator) - 2 weeks</p>			

Class Reads	Child chosen TBD	Child chosen TBD	Child chosen TBD	Child chosen TBD	Crookhaven by J.J. Arcanjo	Child chosen TBD