A close up of a logo

Description automatically generated**READING at West Kidlington Primary School and Nursery 2023-2024: Curriculum Progression**

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| Open book outline | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **ORAL** | * Link what they read or hear to their own experiences * Orally retell known stories * Recite poems by heart, using intonation to make meaning clear * Read aloud books matched to phonic knowledge * Check that the text makes sense to them as they read, and correct inaccurate reading | * Read books that are structured in different ways and for a range of purposes, e.g. cartoons, chapter books, diaries, comparing information books * Orally retell whole stories/sections of stories * Recite poems by heart, using intonation, tone and volume to gain and maintain the interest of the listener * Read and perform play scripts, using stage directions, volume and action | * Read books that are structured in specific ways and for a range of purposes, e.g. formal/informal, viewpoints, timeslip stories * Recite poems by heart, using intonation, tone and volume emphasise key elements, and to monitor the interest of the listener and adapt their recital * Read aloud and perform play scripts, refining their performance to illustrate subtleties |
| **ORGANISATION AND RESEARCH** | * Identify significance of the title and events in the story and in non-fiction * Identify the sequence of events in fiction and non-fiction, and how these are related * Understand that non-fiction texts provide information * Use titles, headings, pictures and blurbs to locate relevant information * Use scanning to locate a single piece of information in response to questions from the teacher * Understand the structure of non-fiction texts studied * Answer questions orally about a shared non-fiction text * List key information orally or through text marking in response to teachers’ questions | * Summarise the main idea/s within a paragraph or section, then across several paragraphs or sections * Use contents and sub-headings, then contents, indexes, glossaries and sub-headings to locate specific information * Identify a main topic to research, then independently identify key questions to research about a topic * Use skimming to locate the main ideas in a text * Use scanning to locate pieces of information * Identify the structural conventions of relevant non-fiction text types * Identify how the structure and presentation of texts contributes to the meaning, e.g. shape poems, rhyme, direction/size of print, the use of different chapters * Make notes from one source to capture information and then answer key questions about a topic | * Summarise ideas, events and information from the text as a whole, then throughout a text and across texts, about a common topic * Explain their thinking through making reference to key details, then making comparisons * Independently devise key questions and identify themes to research * Use skimming and scanning to locate information efficiently, selectively and precisely across a range of sources * Identify the structural conventions of relevant non-fiction text types * Identify how the structure and presentation of texts contributes to meaning, e.g. stories told from two viewpoints, the order of points in an argument, moving backwards and forwards throughout a story * Distinguish between fact and opinion, and then between fact, opinion and bias * Make notes from several sources to gather information * Explore and use their own techniques to make notes, moving on to making choices about the most efficient method * Refine notes by disregarding irrelevant information, then unreliable information * Use notes to support presentations and debates |
| **RESPONSE 1** | * Discuss a wide range of poems, stories and non-fiction beyond their independent reading level, moving on to discuss their understand of these texts * Demonstrate and explain their understanding * Express a single point of view about a text * Consider the key characteristics of familiar stories, e.g. good and evil characters, happy endings * Draw on what their already know to understand a text e.g. through relating to their own experiences, through the vocabulary, grammar or context | * Discuss their understanding of both texts they have read independently and those read to them * Express their views and listen to the views of others * Explain their views, listen to others’ and respond * Identify the over-arching theme of a text, e.g. honesty, loneliness, good overcoming evil * Identify the author’s message about the theme, e.g. being honest is the best way to be * Ask relevant, then specific questions to clarify and improve their understanding of a text and of language | * Discuss their understanding of both texts they have read independently and those read to them * Explain, develop and extend their own views, and build effectively, then challenge, those of others * Identify the author’s treatment of the same theme across several of their books/poems * Identify how the same theme is represented across texts, e.g. loss in WW1 poetry/narratives, and how multiple themes are presented in longer narratives * Ask relevant and specific questions to improve and develop their understanding of a text, topic or theme, including their wider understanding of cultural and social issues |
| **RESPONSE 2** | * Make simple predictions based on their own experiences, then on the basis of what has been read so far * Make simple inferences, leading to simple inferences on the basis of what is said and done | * Predict what may happen based on both what has been stated (obvious) and implied (less obvious) * Draw inferences about characters thoughts and actions, then feelings and motives * Justify inferences with a single piece of evidence from the text to support one specific point, developing to using several pieces of evidence to support one specific point | * Predict what may happen based on their understanding of the content and the themes in the text, and based on their wider understanding of content and themes * Draw inferences from within the text about themes and characters’ and authors’ viewpoints * Draw inferences across texts about characters’ viewpoints, authors’ viewpoints and themes * Justify their inferences and views with a variety of references from across the text, and by comparing sources and the reliability of information |
| **GRAMMAR**  **(LANGUAGE, STYLE AND IMPACT)** | * Discuss favourite words and phrases * Discuss the meaning of new words by linking to vocabulary they know, then clarifying and discussing the meaning of new words * Recognise and use predictable phrases in known stories * Recognise simple, recurring literary language across poetry and narratives * Use age appropriate dictionaries to check the meaning of words | * Identify the language conventions of non-fiction in relation to the text type * Identify and discuss the meaning of words in context * Explain the meaning of new words in context * Identify words and phrases that capture the reader’s interest and contribute to the meaning of the text, moving on to explain how these words capture interest and contribute meaning * Use age appropriate dictionaries to check the meaning of words | * Explore the meaning of words in a given context, then in different contexts, within fiction and non-fiction * Evaluate how and why authors use language to impact the reader * Evaluate how and why authors use shades of meaning and a range of figurative devices to impact the reader * Use age appropriate dictionaries and thesauri to check the meaning of words |
| **WORD READING** | Year 1   * Apply phonic knowledge and skills to decode words * Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far * Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far * Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words * Read words of more than one syllable and those that end in: –s, –es, –ing, –ed, –er and –est * Read words with contractions * Accurately read aloud books that are consistent with their developing phonic knowledge   Year 2   * Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. too, chew, shoe, blue * Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words * Read accurately words of two or more syllables * Read words containing common suffixes e.g. –ment, -less, -ful, -ness * Automatically read unfamiliar words accurately and without undue hesitation when reading aloud * Read fluently and confidently in line with the Y2 range | * Apply their knowledge of root words, prefixes and suffixes to read aloud * Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words | * Apply their knowledge of root words, prefixes and suffixes to read aloud |