



Hilderthorpe Primary School

Hilderthorpe School – Reading Pupil Progression

As a Model School for Read Write Inc, we use their phonically decodable books for children who are on the scheme.

	Nursery	Reception
	<ul style="list-style-type: none"> ● To enjoy songs and rhymes, tuning in and paying attention. ● To sing songs and say rhymes independently, for example, singing whilst playing. ● To have favourite books and seek them out, to share with an adult, with another child, or to look at alone. ● To Develop play around favourite stories using props. ● To be able to engage in extended conversations about stories. ● To learn and apply new vocabulary gained from text ● To understand that print has meaning ● To know that print can have different purposes ● To know we read English text from left to right and from top to bottom ● To know the names of the different parts of a book ● To understand page sequencing ● To be able to spot and suggest rhymes ● To be able to count or clap syllables in a word ● To recognise words with the same initial sound, such as mummy and mouse ● To be able to engage in story time and make reference to taught knowledge. ● Children can look at and listen to non-fiction texts showing an emerging recognition of the difference between fiction and non-fiction. ● Describes a story setting, event and principal character. ● To identify the pictures linked to RWI sound. ● To begin to identify some sounds during oral blending games. ● To play lots of Fred games focussing on oral blending. 	<ul style="list-style-type: none"> • Children can read most set 1 single sound. • To identify sounds on a sound mat. • Children can read most set 1 single sounds and can orally blend. • Children can blend sounds into words, so that they can read CVC words made up of known letter-sound correspondences • Children can blend sounds into words, so that they can read CCVC/CVCC words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read common exception words matched to RWI expectations. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • To re-read phonics matched books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • To be able to develop a love of reading by re-reading familiar stories, with an awareness of the sequence of the story and familiar phrases and captions.



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	<ul style="list-style-type: none"> ● Make predictions about a story using the relevant vocabulary with independence. 					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Within age appropriate and progressive texts.	Within age appropriate and progressive texts.	Within age appropriate and progressive texts.	Within age appropriate and progressive texts.
Decoding	apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllabic words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts	*secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllabic words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	•listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at	listening to, discussing and expressing views about a wide range of	*listening to and discussing a wide range of fiction,	listening to and discussing a wide range of fiction,	*continuing to read and discuss an increasingly wide	*continuing to read and discuss an increasingly wide



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	<p>which they can read independently (Story Time within class) •being encouraged to link what they read or hear read to their own experiences</p>	<p>contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes</p>	<p>poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes</p>	<p>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 *making comparisons within and across books</p>	<p>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 *making comparisons within and across books</p>
Familiarity with texts	<p>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases</p>	<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry</p>	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books</p>	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books</p>	<p>*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</p>	<p>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</p>
Poetry and Performance	<p>*learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>*continuing to build up a repertoire of poems learnt by heart, appreciating these and</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding</p>	<p>learning a wider range of poetry by heart preparing poems and plays to read aloud</p>	<p>learning a wider range of poetry by heart preparing poems and plays to read aloud</p>



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		reciting some, with appropriate intonation to make the meaning clear	through intonation, tone, volume and action *recognising some different forms of poetry	through intonation, tone, volume and action *recognising some different forms of poetry	and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word Meanings	discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	using dictionaries to check the meaning of words that they have read	using dictionaries to check the meaning of words that they have read	using dictionaries to check the meaning of words that they have read	using dictionaries to check the meaning of words that they have read
Understanding	*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 RWI Questions to Talk about.	discussing the sequence of events in books and how items of information are related *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	*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 *identifying main ideas drawn from more than one paragraph and summarising these	*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 *identifying main ideas drawn from more than one paragraph and summarising these	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 *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	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 *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main



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Inference	*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	*predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
Authorial Intent			discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non Fiction	Knows that information can be retrieved from a non-fiction book.	being introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction	*retrieve and record information from non-fiction	distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction



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Discussing reading	Describes a story setting, event and principal character	Begin to use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	*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	participate in discussion about books, poems & other works that are read to them & 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	*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	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
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