



Hutton Rudby Primary School

Reading Progression Statements

English Intent Statement:

At Hutton Rudby Primary School we keep the CHILD at the heart of everything we do, as we provide an education which will enable them to be lifelong learners.

We will “prepare our children for life in the big wide world” by giving them the knowledge and skills to:

- be thoughtful and effective listeners who immerse themselves in the opportunities to learn all around them and who are respectful to the views and opinions of others.
- be confident when speaking with their peers and with adults in a wide range of contexts.
- be able to share ideas and opinions, to debate, question and discuss.
- read easily, fluently and with good understanding
- develop a love of reading, both for information and enjoyment
- develop a wide and varied vocabulary
- appreciate our rich and varied literary heritage
- be able to write confidently for different purposes and audiences
- enable them to be well-equipped for the next stage of their education.

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Year 1

Decoding/Word Reading	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • use phonic knowledge and skills to read new words • say sounds for 40+ graphemes including one grapheme for each of the 40+ phonemes • Respond speedily with the correct sound to graphemes for all of the 40+ phonemes including where applicable alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read many common exception words • read words containing taught GPCs and -s -es -ing – ed -er -est endings • read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending • read other words of more than one syllable that contain taught GPCs • read words with contractions and understand the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with developing phonic knowledge • re-read phonically decodable books to develop fluency and confidence in word reading
Vocabulary	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discuss a wide range of poems, stories and non - fiction at a level beyond that at which they can read independently • develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phases • develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings linking new meanings to those already known. • understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher
Inference	<ul style="list-style-type: none"> • understand both the books they can already read accurately and fluently and those they listen to by making inference on the basis of what is being said and done • answer questions in discussion with the teacher and make simple inferences
Prediction	<ul style="list-style-type: none"> • understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far
Explanation	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by linking what they read or hear read to their own experience • explain clearly their understanding of what is read to them
Retrieval	<ul style="list-style-type: none"> • participate in discussion about what is read to them taking turns and listening to what others say
Sequence and Summarise	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems and to recite some by heart • understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading • understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events • retell some of a familiar story when being read to by an adult

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Year 2

Decoding/Word Reading	<p>Children should be taught to:</p> <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 for all 40+ phonemes recognise alternative sounds for graphemes read accurately words of two or more syllables that contain graphemes taught so far read words containing common suffixes read common exception words noting unusual correspondences between spelling and sound and where these occur in the word read words in age-appropriate books accurately and fluently without need for overt sounding and blending and sufficiently fluently to allow them to focus on understanding rather than decoding read aloud books closely matched to their improving phonic knowledge, decoding unfamiliar words accurately, automatically and without undue hesitation re-read books decoding unfamiliar words accurately, to build up fluency and confidence in word reading
Vocabulary	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by listening to discussing and expressing views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meaning of words, linking new meanings to known vocabulary develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher
Inference	<ul style="list-style-type: none"> understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is said and done
Prediction	<ul style="list-style-type: none"> understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far
Explanation	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves explain what has happened so far in what they have read
Retrieval	<ul style="list-style-type: none"> understand both the books they can already read accurately and fluently and those they listen to by answering and asking questions understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correct inaccurate reading participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say
Sequence and Summarise	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with a retelling a wider range of stories, fairy stories and traditional tales develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

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Year 3

Decoding/Word Reading	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • use knowledge of root words, prefixes (including dis- mis- il- im- ir-) and suffixes (-ly) to help read aloud and understand the meaning of new words • read further exception words that do not follow spelling patterns
Vocabulary	<ul style="list-style-type: none"> • develop a positive attitude to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination • understand what they read, in books they can read independently by checking the text makes sense to them and discussing their understanding of words
Inference	<ul style="list-style-type: none"> • understand what they read, in books they can read independently by drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence • understand what they read, in books they can read independently by asking questions to improve their understanding of the text
Prediction	<ul style="list-style-type: none"> • understand what they read, in books they can read independently by predicting what might happen from details stated
Explanation	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non - fiction and reference books or textbooks • develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes • develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally • develop positive attitudes to reading and understanding of what they read by identifying theme in a range of books • understand what they read, in books they can read independently by identifying how language, structure and presentation contribute to meaning to include paragraphs, headings, sub-headings and inverted commas to punctuate speech • participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say
Retrieval	<ul style="list-style-type: none"> • retrieve and record information from non-fiction
Sequence and Summarise	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action • understand what they read, in books they can read independently by identifying main ideas drawn from more than one paragraphs and summarise these

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Year 4

Decoding/Word Reading	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • use knowledge of root words, prefixes (including re- sub- inter- super- anti- auto-) and suffixes (including -ation -ous) to help read aloud and understand the meaning of new words • read further exception words accurately including words that do not follow spelling patterns
Vocabulary	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words they have read • maintain positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination • understand what they read, in books they can read independently by checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context
Inference	<ul style="list-style-type: none"> • understand what they read, in books they can read independently by asking questions to improve their understanding of the text with increasing complexity • understand what they read, in books they can read independently by drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence clearly taken from the text
Prediction	<ul style="list-style-type: none"> • understand what they read, in books they can read independently by predicting what might happen from details stated and implied
Explanation	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non - fiction and reference books or textbooks • develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes • develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally • develop positive attitudes to reading and understanding of what they read by recognising some different forms of poetry (e.g. free verse or narrative poetry) Identifying themes and conventions in a wide range of books • understand what they read, in books they can read independently by identifying how language, structure and presentation contribute to meaning to include paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession and fronted adverbials • participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say
Retrieval	<ul style="list-style-type: none"> • retrieve and record information from non-fiction over wide range of subjects
Sequence and Summarise	<ul style="list-style-type: none"> • identifying main ideas drawn from more than one paragraphs and summarise these

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Year 5

Decoding/Word Reading	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • read aloud and understand the meaning of some of the words on the Year 5/6 spelling list
Vocabulary	<ul style="list-style-type: none"> • understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context • discuss and evaluate how authors use language, including figurative language considering the impact on the reader
Inference	<ul style="list-style-type: none"> • understand what they read by asking questions to improve their understanding of complex texts • understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> • understand what they read by predicting what might happen from details stated and implied
Explanation	<ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes • maintain positive attitudes to reading and understanding of what they read by 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 • maintain positive attitudes to reading and understanding of what they read by recommending books that they have read to their peers, giving reasons for their choices • maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in writing • maintain positive attitudes to reading and understanding of what they read by making comparisons within books • distinguish between statements of fact and opinion
Retrieval	<ul style="list-style-type: none"> • retrieve, record and present information from non-fiction
Sequence and Summarise	<ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by 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 • understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea • participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously

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Year 6

Decoding/Word Reading	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • read aloud and understand the meaning of most of the words on the Year 5/6 spelling list
Vocabulary	<ul style="list-style-type: none"> • understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context • discuss and evaluate how authors use language, including figurative language considering the impact on the reader
Inference	<ul style="list-style-type: none"> • understand what they read by asking questions to improve their understanding of complex texts • understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> • understand what they read by predicting what might happen from details stated and implied
Explanation	<ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes • maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fiction from our literary heritage, and books from other cultures and traditions • maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing • maintain positive attitudes to reading and understanding of what they read by making comparisons within and across different books understand what they read by identifying how language, structure and presentation contribute to meaning • 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
Retrieval	<ul style="list-style-type: none"> • retrieve, record and present information from non-fiction
Sequence and Summarise	<ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by learning a wider range of poetry by heart • understand what they read by summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas and using quotations for illustration • participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously and with clear reasoning