

### Landywood's Reading Progression

	Foundation Stage	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<b>English</b>	<ul style="list-style-type: none"> <li>Beginning to be aware of the way stories are structured.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Begins to read words and simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>Becoming very familiar with <u>key</u> stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>Recognising and joining in with predictable phrases.</li> <li>Learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Being introduced to non-fiction books that are structured in different ways.</li> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done.</li> <li>Predicting what might happen on the basis of what has been read so far.</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>Recognising simple recurring literary language in stories and poetry.</li> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>Discussing the sequence of events in books and how items of information are related.</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li><b>To skim text to locate key words.</b></li> <li>Predicting what might happen on the basis of what has been read so far.</li> <li>Being introduced to non-fiction books that are structured in different ways.</li> <li>Participate in discussion about books, poems &amp; other works that are read to them.</li> <li>Explain and discuss their understanding of books, poems and other material, that they listen to.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Identifying themes and conventions in a wide range of books.</li> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Recognising some different forms of poetry.</li> <li>Using dictionaries to check the meaning of words that they have read.</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>Asking questions to improve their understanding of a text.</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>Predicting what might happen from details stated and implied.</li> <li>Discussing words and phrases that capture the reader's interest and imagination.</li> <li>Identifying how language, structure, and presentation contribute to meaning.</li> <li>Retrieve and record information from non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Making comparisons within and across books.</li> <li>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.</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>Learning a wider range of poetry by heart.</li> <li>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.</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve their understanding.</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>Predicting what might happen from details stated and implied.</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>Distinguish between statements of fact and opinion.</li> <li>Retrieve, record and present information from non-fiction.</li> </ul>
<b>Guided Reading</b>	<ul style="list-style-type: none"> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Handles books carefully.</li> <li>Knows information can be relayed in the form of print.</li> <li>Holds books the correct way up and turns pages.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Begins to read words and simple sentences.</li> <li>Children read and understand simple sentences.</li> <li>Children read some common irregular words</li> <li>Children demonstrate understanding when talking with others about what they have read</li> </ul>	<ul style="list-style-type: none"> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>Recognising and joining in with predictable phrases.</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>Being introduced to non-fiction books that are structured in different ways.</li> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done.</li> <li>Predicting what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>Recognising simple recurring literary language in stories and poetry.</li> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>Discussing their favourite words and phrases.</li> <li>Making inferences on the basis of what is being said and done.</li> <li>Answering and asking questions.</li> <li>Predicting what might happen on the basis of what has been read so far.</li> <li>Being introduced to non-fiction books that are structured in different ways.</li> <li>Participate in discussion about books, poems &amp; other works that they can read for themselves, taking turns and listening to what others say.</li> <li>Explain and discuss their understanding of books, poems and other material, that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Identifying themes and conventions in a wide range of books.</li> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Recognising some different forms of poetry.</li> <li>Using dictionaries to check the meaning of words that they have read.</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>Asking questions to improve their understanding of a text.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>Predicting what might happen from details stated and implied.</li> <li>Discussing words and phrases that capture the reader's interest and imagination.</li> <li>Identifying how language, structure, and presentation contribute to meaning.</li> <li>Retrieve and record information from non-fiction.</li> <li>Participate in discussion about both books that they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Making comparisons within and across books.</li> <li>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.</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>Learning a wider range of poetry by heart.</li> <li>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.</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>Predicting what might happen from details stated and implied.</li> <li>Identifying how language, structure and presentation contribute to meaning.</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>Distinguish between statements of fact and opinion.</li> <li>Retrieve, record and present information from non-fiction.</li> </ul>

Reading for Pleasure	<ul style="list-style-type: none"> <li>Looks at books independently.</li> <li>Handles books carefully.</li> <li>Holds books the correct way up and turns pages.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud phonically-decodable texts.</li> </ul>	<ul style="list-style-type: none"> <li>Read most words quickly &amp; accurately without overt sounding and blending.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> </ul>
Story Time	<ul style="list-style-type: none"> <li>Enjoy rhyming and rhythmic activities.</li> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Knows information can be relayed in the form of print.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>Enjoys an increasing range of books.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>Recognising and joining in with predictable phrases.</li> <li>Learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done.</li> <li>Predicting what might happen on the basis of what has been read so far.</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>Recognising simple recurring literary language in stories and poetry.</li> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Predicting what might happen on the basis of what has been read so far.</li> <li>Participate in discussion about books, poems &amp; other works that are read to them.</li> <li>Explain and discuss their understanding of books, poems and other material, that they listen to.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Identifying themes and conventions in a wide range of books.</li> <li>Predicting what might happen from details stated and implied.</li> <li>Participate in discussion about both books that are read to them.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>Predicting what might happen from details stated and implied.</li> </ul>
Phonics/ Spellings	<ul style="list-style-type: none"> <li>Enjoy rhyming and rhythmic activities.</li> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Children use phonic knowledge to decode regular words and read them aloud accurately</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words.</li> <li>Speedily read all 40+ letters/groups for 40+ phonemes.</li> <li>Read accurately by blending taught GPC.</li> <li>Read common exception words.</li> <li>Read aloud phonically-decodable texts.</li> </ul>	<ul style="list-style-type: none"> <li>Secure phonic decoding until reading is fluent.</li> <li>Read accurately by blending, including alternative sounds for graphemes.</li> <li>read multisyllable words containing these graphemes</li> <li>Read common suffixes.</li> <li>Read exception words, noting unusual correspondences.</li> <li>Read most words quickly &amp; accurately without overt sounding and blending.</li> </ul>	<ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that they have read.</li> </ul>	
Cross Curricular	<ul style="list-style-type: none"> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups <b>(LEST)</b></li> <li>Suggests how the story might end. <b>(LEST)</b></li> <li>Describes main story settings, events and principal characters. <b>(LEST)</b></li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. <b>(LEST)</b></li> <li>Knows that information can be retrieved from books and computers. <b>(ICT)</b></li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words.</li> <li>Speedily read all 40+ letters/groups for 40+ phonemes.</li> <li>Read accurately by blending taught GPC.</li> <li>Read common exception words.</li> <li>Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>Read multisyllable words containing taught GPCs.</li> <li>Read contractions and understanding use of apostrophe.</li> <li>Read aloud phonically-decodable texts.</li> <li>Being encouraged to link what they read or hear read to their own experiences.</li> <li>Learning to appreciate rhymes and poems, and to recite some by heart. <b>(Music)</b></li> <li>Discussing word meanings, linking new meanings to those already known.</li> <li>Being introduced to non-fiction books that are structured in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Secure phonic decoding until reading is fluent.</li> <li>Read accurately by blending, including alternative sounds for graphemes.</li> <li>Read multisyllable words containing these graphemes.</li> <li>Read common suffixes.</li> <li>Read exception words, noting unusual correspondences.</li> <li>Read most words quickly &amp; accurately without overt sounding and blending.</li> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <b>(Music)</b></li> <li>Making inferences on the basis of what is being said and done. <b>(Drama)</b></li> <li>Answering and asking questions. <b>(Drama)</b></li> <li><b>To skim text to locate key words.</b></li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <b>(Assembly)</b></li> <li>Recognising some different forms of poetry. (Assembly)</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these. <b>(Research)</b></li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <b>(Research)</b></li> <li>Identifying how language, structure, and presentation contribute to meaning. <b>(Writing)</b></li> <li>Retrieve and record information from non-fiction. <b>(Research)</b></li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Learning a wider range of poetry by heart.</li> <li>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. <b>(Assembly)</b></li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve their understanding. <b>(Research)</b></li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. <b>(Research)</b></li> <li>Distinguish between statements of fact and opinion. <b>(Research)</b></li> <li>Retrieve, record and present information from non-fiction. <b>(Research)</b></li> </ul>
Public Speaking	<ul style="list-style-type: none"> <li>Assemblies- Practise reading lines, reading out work, sharing books/stories</li> </ul>			<ul style="list-style-type: none"> <li>Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>Provide reasoned justifications for their views.</li> </ul>	