



AQUEDUCT PRIMARY SCHOOL READING PROGRESSION GRID


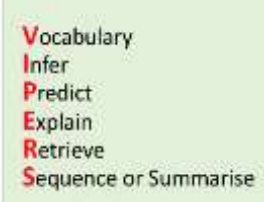
PLEASE ALSO SEE:

VIPERS progression GRID for comprehension through the year groups. (separate document- available on web-site with reading progression)

	SUMMARY OF END POINTS ARE= YEARS:MONTHS	Colour Banding Expectations		
END POINTS END OF RECEPTION	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Develop pleasure in reading, motivation to read and develop vocabulary and understanding. Children choose to return to well-loved stories to enjoy again and again and know some traditional tales.	End of AUTUMN	End of SPRING	End of SUMMER
		Know all Set One SOUNDS Orally blending Beginning to read CVC words	RED	GREEN/PURPLE
YEAR ONE	Reading should be becoming more fluent. By the end of summer children in year one are expected to read 70+ words per minute. ARE = 6:6	End of AUTUMN	End of SPRING	End of SUMMER
		PINK	YELLOW	BLUE
YEAR TWO	Reading must be fluent and children should show stamina in order to read longer texts. Children should be able to read 100+ words per minute. ARE = 7:6	Children must be achieving these skills within the Turquoise and Plum book bands level to be working at age related standards.		
YEAR THREE	Reading must be fluent, and children should show stamina in order to read longer texts in given time frames. Reading 100+ per minute ARE = 8:6	Children must be achieving these skills within the Lime and Brown book bands level to be working at age related standards.		
YEAR FOUR	Reading must be fluent and children should show stamina in order to read longer texts in given time frames. Develop pleasure in reading, motivation to read and develop vocabulary and understanding ARE = 9:6	Children must be achieving these skills within the Silver book bands level to be working at age related standards.		
YEAR FIVE	Reading must be fluent and children should show stamina in order to read longer texts in given time frames. Develop pleasure in reading, motivation to read and develop vocabulary and understanding ARE = 10:6	Children must be achieving these skills within the cobalt (dark blue) book bands level to be working at age related standards		
YEAR SIX	Reading must be fluent and children should show stamina in order to read longer texts in given time frames. Develop pleasure in reading, motivation to read and develop vocabulary and understanding ARE = 11:6	Children should be achieving these skills within the Scarlett book bands level to be working at age related standards.		

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RWI PROGRESSION OF SOUNDS											
	EYFS End of Autumn Term expectation		EYFS End of Spring Term expectation		EYFS End of Summer Term expectation		Year 1 End of Autumn Term expectation		Year 1 End of Spring Term expectation		Year 1 End of Summer Term expectation
Set 1 Sounds Group A	Set 1 Sounds Group B	Set 1 Sounds Group C	Ditties	Red Books	Green Books	Purple Books	Pink Books	Orange Books	Yellow Books	Blue Books	Grey Books
Set 1: m, a, s, d, t, i, n, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk	Set 1: m, a, s, d, t, i, n, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk Orally Blending	Beginning to blend e.g. d-u-g, ch-a-t	(Blending set 1 sounds) e.g. in, am, red, yes	Re-visit- consolidate	(Blending with set 1 sounds) e.g. flat, pink, help, thick Begin Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	(Blending with set 1 sounds) e.g. flat, pink, help, thick Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	(Teach the letter names – do separately to phonics session.) Begin Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er ow, ai, oa, ew, ire, ear, ure, tion, tious/cious	Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er ow, ai, oa, ew, ire, ear, ure, tion, tious/cious	Set 3 sounds	Set 3 sounds	Set 3 sounds
YEAR GROUP	PHONICS AND DECODING 			COMPREHENSION Also refer to VIPERS Progression Grid 			POETRY AND PERFORMANCE			COMPARE, CONTRAST AND COMMENT	
RECEPTION	.To enjoy rhyming and rhythmic activities. Show an awareness of rhyme and alliteration.			To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes.			To listen to and join in with stories and poems, one-to one and in small groups.			To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	

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	<p>Recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately. All linking to the RWI programme</p>	<p>Listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters. To enjoy an increasing range of books. To follow a story without pictures or props. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>To join in with repeated refrains in rhymes and stories. To use intonation, rhythm, and phrasing to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs</p>	<p>To compare and contrast characters from stories, including figures from the past. -to retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 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. - to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - to anticipate (where appropriate) key events in stories. - to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
<p>YEAR 1</p>	<p>Apply phonic knowledge (Read, Write Inc Systematic synthetic phonics) and skills as the route to decode words Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, - es, -ing, -ed, -er and – est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading</p>	<p style="text-align: center;">Also refer to VIPERS Progression Grid</p> <p>Listening to and discussing a wide range of poems, stories, non-fiction at a level beyond that at which they can read independently ie challenging texts being read to them by the teacher.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases in poetry and stories.</p> <p>Learning to appreciate rhymes and poems. Recite poems by heart.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Understand books they read and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Listening to and discussing a wide range of poems, stories, nonfiction at a level beyond that at which they can read independently 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 Learning to appreciate rhymes and poems Recite poems/rhymes by heart</p>	<p>Listen to and discuss a wide range of fiction, nonfiction and poetry at a level beyond which they can read independently.</p> <p>Link what they have read or have read to them to their own experiences.</p> <p>Retell familiar stories in increasing detail. To join in with discussion about a text, taking turns and listening to what others have to say. To discuss the significance of titles and events</p>

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		<p>Discuss the significance of the titles and events.</p> <p>Make inferences on the basis of what has been read so far. <i>E.g. know that jack is scared of the giant because he is hiding; the Princess is sad because she has lost her ball.</i></p> <p>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.</p> <p>Predict what might happen on the basis of what has been read so far. E.g. the ball will be in trouble for stealing the buns.</p> <p>Retrieve information from the text.</p>		
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YEAR 2	<p>Applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately Recognises and effortlessly decodes alternative sounds for graphemes; words of two or more syllables; words the common suffixes; and most common exception words, based on what has been taught In age-appropriate books, read words accurately and fluently without overt sounding and blending, e.g. at over 90words per minute When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency</p>	<p style="text-align: center;">Also refer to VIPERS Progression Grid</p> <p>Fully engage in reading and take pleasure from books and texts. Listen to, discuss and express 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 ie challenging texts being read to them by the teacher. Take account of what others say.</p> <p>Show understanding of the texts read independently.</p> <p>Discuss the sequence of events in books and how items of information are related in both fiction and nonfiction eg how paragraphs or sections of text are linked. Retrieve information from the text.</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Experience non-fiction books that are structured in different ways.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>Regards reading as a pleasurable activity Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales Has learned and can recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear</p>	<p>Participate in discussion about books, poems and other works that are read to them (at a level beyond which they can read independently) and those they can read for themselves, explaining their understanding and expressing their views.</p> <p>Become increasingly familiar with and able to retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text.</p> <p>Make links between the text they are reading and other texts they have read (in texts they can read independently).</p>
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YEAR 3	<p>Fluently and effortlessly reads a range of age appropriate texts (white+) Understand the meaning of root words, prefixes and suffixes and can identify them in a text Read further exception words To apply growing knowledge of root words and suffixes including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, -and -cian.</p>	<p>Also refer to VIPERS Progression Grid</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books. Recognise conventions of a fairy story or play; recognise how a non-fiction text is organised and presented.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Use dictionaries to check the meaning of words that they have read.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read, in books they can read independently, by: -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -asking questions to</p>	Listening to and discussing a wide range of fiction, poetry, plays,	Recognise, listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Use appropriate terminology when discussing texts (plot, character, setting).
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YEAR 4	<p>Fluently and effortlessly reads a range of age appropriate texts (lime+) including novels, stories, plays, poetry, non-fiction, reference books and text books Determines the meaning of new words from the context Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience when reading lime+ books.</p>	<p style="text-align: center;">Also refer to VIPERS Progression Grid</p> <p>Listen to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words that they have read. Begin to justify comments (evidenced in Reading Records).</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Explain and discuss their understanding of the text eg. Describe a sequence of events; the way a character changes through the story.</p> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> -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 -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -identifying main ideas drawn from more than one paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning <p>Begin to justify comments Evidenced in Reading Records)</p> <p>Retrieve and record information from non-fiction.</p> <p>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.</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Discuss and compare texts from a wide variety of genres and writers. Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the 1st person or the use of presentational devices such as numbering and headings).</p> <p>Identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.</p>
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		<p>During discussion of the text ask relevant questions to improve their understanding.</p>		
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<p>YEAR 5</p>	<p>Fluently and effortlessly reads a range of age appropriate texts (brown+), including novels, stories, plays, poetry, non-fiction, reference books and text books Is able to understand root words, prefixes and suffixes and locate examples in a text Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry when reading brown+ books. Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes including -sion, -ency, -ence, -ant, -ance, -ancy, -able, -ably, -ible and ibly.</p>	<p style="text-align: center;">Also refer to VIPERS Progression Grid</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Increase 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.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Learn a wider range of poetry by heart. Prepare 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</p> <p>Understand what they read by: -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 -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Provide rened justifications for their views</p>	<p>Has learned a range of poetry by heart</p>	<p>Read a wide range of genres, identifying the characteristics of text types (such as the use of first person in writing diaries and autobiographies) and differences between text types.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Recommend texts to peers based on personal choice.</p>
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<p>YAER 6</p>	<p>Fluently and effortlessly reads a range of age appropriate texts (black+) including novels, stories, plays, poetry, non-fiction, reference books and text books Determines the meaning of new words from the context Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience when reading black+ books</p>	<p>Also refer to VIPERS Progression Grid</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Increase 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.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Learning a wider range of poetry by heart. Prepare 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.</p> <p>Understand any text by: -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 -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>	<p>Has learned a wide range of poetry by heart. Prepares poems and plays to read aloud and to perform understanding intonation, tone and volume so that the meaning is clear to an audience</p>	<p>Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Recognise more complex themes in what they read (such as loss or heroism). To explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Listen to guidance and feedback on the quality of their explanations and contributions to discussions and make improvements when participating in discussions. Draw out key information and to summarise the main ideas in a text. Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within and across more than one text.</p>
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