Vine Tree Primary School Progression Document 2022- 2023

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| Progression in Reading | | | | | | | |
|  | **Reception – ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| [**Phonics and Decoding**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To develop phonological awareness so they can:  Count or clap syllables in a word  Recognise words with the same initial sound  Read individual letters by saying the sounds for them  Blend sounds into words so that they can read short words made of known letter-sound correspondences  Read some letter groups that represent one sound and say sounds for them  Read a few common exception words from the school phonics programme  Read simple phrases and sentences made up of words with known letter-sound correspondences  Say a sound for each letter of the alphabet and at least 10 digraphs  Read words consistent with their phonics knowledge by sound-blending . | To apply phonic knowledge and skills as the route to decode words.  To blend sounds in unfamiliar words using the GPCs that they have been taught.  To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.  To read words containing taught GPCs.  To read words containing -s, -es, -ing,  -ed and -est endings.  To read words with contractions, e.g. I’m, I’ll and we’ll. | To continue to apply phonic knowledge and skills as the route to decode words until automatic  decoding has become embedded and reading is fluent.  To read accurately by blending the sounds in words that contain the graphemes taught so far,  especially recognising alternative sounds for graphemes.  To accurately read most words of two or more syllables.  To read most words containing common suffixes.\* | To apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.  to know that some words may have a similar pronunciation but may be written differently.  To use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words.  To know that unfamiliar words can be read by using knowledge known similar words (analogy).  To apply their growing knowledge of root words and prefixes.  To apply their growing knowledge of root words and suffixes/word endings.  , | To attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words  To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.\* | To attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words  To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including  -sion, -tion, -cial, -tial,  -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.\* | To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes,  suffixes/word endings\* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. |
| [**Common Exception Words**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Read a few common exception words from the school phonics programme  Read simple phrases and sentences made up of words with known letter-sound correspondences and ,where necessary, a few common exception words | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. | To read most Y1 and Y2 common exception words\*, noting unusual correspondences  between spelling and sound and where these occur in the word. | To begin to read Y3/Y4 exception words.\* | To read all Y3/Y4 exception words\*, discussing the unusual correspondences between spelling and these occur in the word. | To read most Y5/ Y6 exception words,  discussing the unusual correspondences between spelling and sound and where these occur in the word. | To read most Y5/ Y6 exception words,  discussing the unusual correspondences between spelling and sound and where these occur in the word. |

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| [**Fluency**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Say a sound for each letter of the alphabet and at least 10 digraphs  Blend sounds into words so that they can read short words made of known letter-sound correspondences  Read words consistent with their phonics knowledge by sound-blending  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words  Read a few common exception words from the school phonics programme  Re-read these books to build up their confidence in word reading, their fluency, their understanding and enjoyment | To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  To reread texts to build up fluency and confidence in word reading.  To use picture clues to support understanding  To use prior knowledge to understand texts. | To read aloud books (closely matched to their improving phonic  knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.  To reread these books to build up fluency and  confidence in word reading.  To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.  To self-correct when meaning is lost.  To use prior knowledge and reading experiences to understand text.  to ask questions to clarify understanding. | To reread texts to build up fluency and  confidence in word reading.  To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts  At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary | To reread texts to build up fluency and  confidence in word reading.  To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts  At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary | To reread texts to build up fluency and  confidence in word reading.  To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts  At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary | To reread texts to build up fluency and  confidence in word reading.  To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts  At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary |
|  | Comprehension | | | | | | |
| [**Understanding and Correcting Inaccuracies**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Understand the 5 key concepts about print:  Print has meaning  Print can have different purposes  We read English text from left to right  To re-read what they have written to check it makes sense  Re-read these books to build up their confidence in word reading, their fluency, their understanding and enjoyment | To check that a text makes sense to them as they read and to self- correct. | To show understanding by drawing on what they already know or on background information  and vocabulary provided by the teacher.  To check that the text makes sense to them as they read and to correct inaccurate reading.  To self-correct when meaning is lost. | To check understanding in any book or text read.  To ask questions to ensure understanding of a text. | To ask questions to improve my understanding.  To re-read to check that the text is meaningful. | To ask questions to improve my understanding.  To re-read to check that the text is meaningful. | To re-read to check that the text is meaningful.  to know that a text may need to be read slowly or re-read to deepen understanding |
| [**Comparing, Contrasting and Commenting**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To engage in extended conversations about stories, learning new vocabulary  .To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems | To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.  To link what they have read or have read to them to their own experiences.  To retell familiar stories in increasing detail.  To join in with discussions about a text, taking turns and listening to what others say.  To discuss the significance of titles and events. | To participate in discussion about books, poems and other works that are read to them  (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.  To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.  To 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.  To make links between the text they are reading and other texts they have read (in texts that they can read independently | To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and  reference books or textbooks.  To use appropriate terminology when discussing texts (plot, character, setting). | To discuss and compare texts from a wide variety of genres and writers.  To read for a range of purposes.  To identify themes and conventions in a wide range of books.  To 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 first person or the use of presentational devices such as numbering and headings).  To identify how language, structure and presentation contribute to meaning.  To identify main ideas drawn from more than one paragraph and summarise these | To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.  To 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.  To identify main ideas drawn from more than one paragraph and to summarise these.  To recommend texts to peers based on personal choice. | To 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.  To recognise more complex themes in what they read (such as loss or heroism).  To 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.  To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to  make improvements when participating in discussions.  To draw out key information and to summarise the main ideas in a text.  To distinguish independently between statements of fact  and opinion, providing reasoned justifications for their views.  To compare characters, settings and themes within a text and across more than one text. |
| [**Words in Context and Authorial Choice**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To engage in extended conversations about stories, learning new vocabulary  To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems | To discuss word meaning and link new meanings to those already known.  To find familiar story language in stories read aloud to me or ones I have read independently.  To retell key stories orally using narrative language.  To recognise rhyming language. | To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  To discuss their favourite words and phrases.  To discuss and clarify the meaning of unknown words in a story.  to recognise simple recurring language in a story.  To find favourite words and phrases | To check that the text makes sense to them, discussing their  understanding and explaining the meaning of words in context.  To discus authors’ choice of words and phrases for effect.  To know that different kinds of narratives are written with different language.  to know that writers choose words and language to create an effect on the reader.  to find effective words and language in reading that writers have used to create effects. | Discuss vocabulary used to capture readers’ interest and imagination.  To actively seek the meaning of any words or language not understood.  To check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.  To explain how the words and language used shows atmosphere, mood or feelings.  To explain why a writer has chosen specific words and language to create atmosphere, mood or feelings.  To record words and language from reading to use in own writing.  to find similarities in the use of language in books experienced.  To explain the effect of patterned language for effect.  to explain how the writer has used words and language to show the setting of a book.  To identify words and language that show the setting of a book – historical, cultural or social.  To know that writers choose words and language to show atmosphere, mood or feelings and can find examples in a text. | discuss vocabulary used by the author to create effect including figurative language.  To evaluate the use of authors’ language and explain how it has created an impact on  the reader.  To understand that writers use language for precise effect.  To record effective words and language from reading to use in my own writing.  To find words and language that are used for effect.  To explain how the words and language create a precise effect. | To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.  To understand that there will be unfamiliar words in the texts  to use dictionaries to check or find the meaning of unfamiliar words.  To use meaning-seeking strategies to explore the meaning of words in context.  To use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. |

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| [**Inference and Prediction**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To engage in extended conversations about stories, learning new vocabulary  To suggest how a story might end.  To anticipate key events in stories  To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary  To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. | To begin to make simple inferences.  To predict what might happen on the basis of what has been read so far.  to use the context to make informed guesses about the meaning of unfamiliar word  to recognise a character’s feelings and why a character has a feeling. | To make inferences on the basis of what is being said and done.  To predict what might happen on the basis of what has been read so far in a text.  To find inferences about characters’ feelings and thoughts.  To explain inferences about characters’ feelings and thoughts.  To give reasons for characters’ actions or behaviour. | To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  To justify predictions using evidence from the text.  To know that characters’ actions can tell the reader about their thoughts, feelings and motives.  To infer characters' feelings, thoughts and motives from their actions.  To explain how characters’ actions can tell the reader about their thoughts, feelings and motives.  To give reasons for predicting what might happen next. | To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.  To justify predictions from details stated and implied.  To understand why a writer wanted the character to respond in a certain way.  to infer meaning using evidence from events, description and dialogue | To draw inferences from characters’ feelings, thoughts and motives.  To make predictions based on details stated and implied, justifying them in detail with evidence from the text.  To understand that inferences can be drawn from different parts of the text.  to make predictions from evidence found and implied information | To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).  To discuss how characters change and develop through texts by drawing inferences based on indirect clues.  To know that texts have different layers of meaning – between the lines and beyond the lines. |
| [**Poetry and Performance**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To spot and suggest rhymes  listen to and join in with stories and poems, one-to-one and also in small groups.  To join in with repeated refrains in rhymes and stories.  To use intonation, rhythm and phrasing to make the meaning clear to others.  .To use and understand recently introduced vocabulary during discussion about rhymes and poems | To recite simple  poems by heart.  To recognise repeated or patterned language.  To recognise patterned language in the poems and rhymes I know.  To know some poems and rhymes by heart. | To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.  To talk about favourite words and phrases.  To know that word choice affects meaning  To know that there are different kinds of poetry.  To listen to different kinds of poetry | To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.  To begin to use appropriate intonation and volume when reading aloud.  To discuss how the meaning is enhanced through performance.  To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and actions  To discuss the meaning of words and language in poems.  To understand that there can be more than one interpretation of a poem.  To understand that the meaning of poems can be enhanced through performance.  To watch performances of poems. | To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).  To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.  To discuss how the meaning is enhanced through performance.  To identify that intonation, tone, volume and action can be used to enhance meaning  To recognise and name different types of poems which have been introduced  To explain the effect created by the poet’s choice of words and language.  To know that poems may have patterned language and can find examples.  To explain the effect of patterned language in poems and why a poet might use it  To understand that the meaning of poems can be enhanced through performance. | To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.  To 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.  To use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. | To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. |
| [**Non-Fiction**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To know that information can be relayed in the form of print.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems | To know the difference between a story book and an information book  To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently | To recognise that non- fiction books are often structured in different ways.  To listen to, discuss and express views about a wide range of non-fiction at a level beyond that of which can read independently.  To decide how useful a non-fiction book is to find the information I need. | To retrieve and record information from non- fiction texts.  To listen to and discuss a wide range of non-fiction and reference books. | To listen to and discuss a wide range of non-fiction and reference books  To choose a specific non-fiction book for a specific purpose  To know where to find the specific information needed in my book To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.  To use dictionaries to check the meaning of words that they have read. | To read and discuss an increasingly wide range of non-fiction and reference books.  To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.  To use skimming and scanning to find the information needed.  To make notes on the information needed.  To organise notes and present information.  To summarise key information from different parts of the text.  To present an oral overview or summary of a text. | To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).  To identify key information from a text.  To summarise key information.  To find key information from different parts of the text.  To summarise key information from different parts of the text.  to present an oral overview or summary of a text.  To understand the difference between fact and opinion.  To find examples of fact and opinion in texts.  To explain why one example is fact and another is opinion  To identify implied points of view.  To explain implied points of view, using evidence. |