



## Reading Progression at Meanwood C of E Primary School



CURRICULUM SUBJECT:		READING	SUBJECT LEADS:	EARLY READING: E.PARKER	READING: J.MARTIN
What are the Y6 end of school end goals?			To have a lifelong enjoyment of reading and books. To read accurately, fluently and with understanding. To be able to read with expression, clarity and confidence. To read and respond to a wide range of different texts. To know a diverse range of authors and poets. Through reading, have an extended knowledge and vocabulary.		
How is the curriculum at Meanwood C of E Primary School sequenced towards these end points?					
Reception					
Word Reading Skills	Intent			Implementation	
Phonics and decoding	Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Say a sound and letter name for each letter in the alphabet and at least 10 digraphs.  Read CVC words with -s ending /s/ sound Read CVC words with -z ending /z/ sound Read CCVC and two-syllable words Read CVC and double-consonant words with -ing endings Read CVC words with -es endings Read CVC words with -ed endings Read sentences with contraction words Read nouns and adjectives with -er ending Read CVCC, CCVC, CCCVC, CCCVCC words and sentences including Year 1 Common Exception Words and sentences.			Daily phonics lessons following the FFT: Success for All Phonics following a consistent daily structure; moving from developing phonological awareness through rhyme, to introducing Grapheme–Phoneme Correspondences (GPCs) in order, through a six-phased progression. Work is completed in phonics books. Building confident readers through the consistent, systematic and daily teaching of the Success for All Phonics daily reading lessons with accompanying Shared Readers. Providing frequent and comprehensive formative and summative assessment opportunities to inform teaching and ensure that children’s progress is closely monitored. Providing an opportunity for the early identification of children who may be at risk of falling behind. Daily readers identified early and read daily with an adult. Learning environments support practising and applying phonic knowledge and early reading knowledge and skills.	



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Common exception words	Read most of the reception common exception words (red words) from FFT: Success for All Phonics.	Common exception words are introduced systematically in FFT: Success for All Phonics shared readers (starting in shared reader 4) where they are explicitly taught as Red Words. These are displayed each week in the classroom.
Fluency	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Reading Assessment Programme is used half termly to assess children's reading ability. Words Correct per Minute (WCPM) is recorded on each online assessment and increases throughout the year as fluency develops. WCPM end of year goal is 35.
<b>Comprehension Skills</b>	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Read words and sentences daily as part of the reception daily reading session, focussing on comprehension skills.
Non-fiction	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Non-fiction books are carefully planned into the topics to extend vocabulary. Non-fiction books are shared in reception's book corner and for story time.
Poetry and performance	Learn to appreciate rhymes and poems and to recite some by heart.	Daily rhyme time where children sing reception classes specific nursery rhymes.  Perform poems linked to topics and non-fiction books.
<b>Comprehension Domains</b>		<b>Reading prompts in the classroom</b>
Vocabulary	Use and understand recently introduced vocabulary during discussions about stories, non-fiction books, rhymes and poems and reading opportunities. Discuss word meanings, linking new meanings to those already known. Join in with repeated refrains.	<ul style="list-style-type: none"><li>• What does ... mean?</li><li>• Which word tells you that?</li><li>• Find one word in the text which means...</li></ul>
Inference	Infer basic points by looking at the illustrations in the books.	<ul style="list-style-type: none"><li>• What makes you think that?</li><li>• How do you feel about...?</li></ul>



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	<p>Discuss book titles and key events in stories including the setting and characters.</p> <p>Demonstrate simple inference based on what is said and done.</p> <p>Children make a basic inference about a characters' feelings by inferring from what has been read.</p>	<ul style="list-style-type: none"><li>• Can you explain why...?</li><li>• What do these words mean...?</li><li>• Why did .... happen?</li><li>•</li></ul>
Prediction	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions, including predictions, during story time, whole class discussions, small group interactions and 1:1 reading.</p> <p>Predict what might happen based on what has been said and read so far.</p> <p>Make simple predictions drawing on their own lives.</p>	<ul style="list-style-type: none"><li>• Look at the cover/title, first line... what do you think the book will be about?</li><li>• What is happening?</li><li>• What do you think will happen next?</li><li>• Are there any clues in the text?</li></ul>
Explanation	<p>Respond to what they hear with relevant questions, comments and actions when being read to, during whole class and group discussions and when reading with an adult or independently.</p> <p>Express preferences and begin to explain why they think this.</p>	<ul style="list-style-type: none"><li>• Who are the characters?</li><li>• Who is your favourite character? Why?</li><li>• Which part of the story do you like the best?</li><li>• Would you like to live in this setting? Why? Why not?</li></ul>
Retrieval	<p>Answer a question about what has happened in the story, or information they obtained from a non-fiction text.</p> <p>Recognise characters, events, titles and information.</p> <p>Recognise differences between fiction and non-fiction texts.</p> <p>Hold conversations with peers and adults regarding a book.</p>	<ul style="list-style-type: none"><li>• Which word tells you that?</li><li>• Who did?</li><li>• Where did?</li><li>• When did?</li><li>• What happened when?</li><li>• How did?</li><li>• How many?</li><li>• What happened to...?</li></ul>
Sequence	<p>Sequence key events from a familiar story.</p> <p>To retell familiar stories orally using repeated language from the text.</p> <p>Discuss events, making simple links between them.</p>	<ul style="list-style-type: none"><li>• What happens first in the story?</li><li>• What happens in the middle and end of the story?</li><li>• What does the main character do in the middle of the story?</li><li>• Sequence key events in the story.</li></ul>



Year 1		
Word Reading Skills	Intent	Implementation
Phonics and decoding	<p>Read and spell words with:</p> <p>ou / ow ie / igh ea / ee / e oy / oi ir / ur / er ue / oo aw / or / ore / au ew / ue / oo a_e / ay / ai / a / ey / ei / eigh e_e / ea / ee / e / ie i_e / ie / igh / l / o_e / oa / o / ou u_e / ew / ue / oo / ui / ou -y / e_e / ea / ee / ie / e / ey -y / i_e / ie / igh / l ow / o_e / oa / ou / o c / s / sc / ce g / ge / dge / j ire are / air / ear / ere tch / ch / t oe / o_e / ow / oa / ou / o</p> <p>Read words with prefix un- Read words with prefix un- Read endings on split digraph words Read words with suffix -ly Read words with suffix -less</p>	<p>Daily phonics lessons following the FFT: Success for All Phonics following a consistent daily structure; building progressively on Reception's learning.</p> <p>Work is completed in phonics books.</p> <p>Building confident readers through the consistent, systematic and daily teaching of the Success for All Phonics daily reading lessons with accompanying Shared Readers.</p> <p>Providing frequent and comprehensive formative and summative assessment opportunities to inform teaching and ensure that children's progress is closely monitored.</p> <p>Providing an opportunity for the early identification of children who may be at risk of falling behind.</p> <p>Daily readers identified early and read daily with an adult.</p> <p>Learning environments support practising and applying phonic knowledge and early reading knowledge and skills.</p>



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	Read words with suffix –ment	
Common exception words	Read all of Year 1 and Year 2 common exception words (red words) from FFT: Success for All Phonics.	Common exception words are introduced systematically in FFT: Success for All Phonics shared readers (starting in shared reader 4) where they are explicitly taught as Red Words. These are displayed each week in the classroom.
Fluency	To accurately read texts that are consistent with their developing phonic knowledge.	WCPM end of year goal is 65.
<b>Comprehension Skills</b>	<p>Understand books 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>Discuss the significance of the title and events.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics.</p>	Read words and sentences daily as part of the reception daily reading session, focussing on comprehension skills.
Non-fiction	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Non-fiction books are carefully planned into the topics to extend vocabulary. Non-fiction books are shared in the Year 1 book corner and for story time.



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Poetry and performance	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	A poem is selected for the class for each half term, and this is recited, explored and performed throughout the half term.  Perform class poems in unison and groups
<b>Comprehension Domains</b>		<b>Reading prompts in the classroom</b>
Vocabulary	Explore new vocabulary and word meanings, linking new meanings to those already known. Join in with predictable phrases. Apply learnt vocabulary through planned opportunities in their speech. Draw on knowledge of vocab in order to understand the text. Discuss favourite words and phrases.	<ul style="list-style-type: none"><li>• What does this word mean?</li><li>• Find a word which means ...?</li><li>• What does this word/phrase tell you about...?</li><li>• What other words could the author have used instead of ...?</li></ul>
Inference	Make inferences on the basis of what is being said and done.	<ul style="list-style-type: none"><li>• How was ... feeling?</li><li>• Why did ... happen?</li><li>• Can you explain why ... said ...?</li><li>• What do these words mean...?</li></ul>
Prediction	Predict what might happen on the basis of what has been read so far.	<ul style="list-style-type: none"><li>• Look at the cover/title/blurb/first line... what do you think the book will be about?</li><li>• What do you think will happen next? Why?</li><li>• Are there any clues in the text?</li><li>• What do you think this sentence/page suggests?</li><li>•</li></ul>
Explanation	Link what they have read or heard to their own experiences. Explain clearly their understanding of what has been read to them. Express views about events and characters.	<ul style="list-style-type: none"><li>• Who is your favourite character? Why?</li><li>• Would you like to live in this setting? Why? Why not?</li><li>• Do you like the book? Why? Why not?</li><li>• Is there anything you would like to change in this story?</li></ul>
Retrieval	Develop knowledge of retrieval through images. Answer a question about what has happened in the story.	<ul style="list-style-type: none"><li>• What kind of text is this?</li><li>• Who did ...?</li><li>• Where did ...?</li></ul>



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	Recognise characters, events titles and information. Recognise differences between fiction and non-fiction texts. Retrieve information by finding a few key words. Contribute ideas and thoughts in a discussion.	<ul style="list-style-type: none"><li>• When did ...?</li><li>• What happened when ...?</li><li>• How did ...?</li><li>• How many ...?</li><li>• What happened to ...?</li></ul>
Sequence	To retell familiar stories orally. To sequence the events of a story they are familiar with. Begin to discuss how events are linked.	<ul style="list-style-type: none"><li>• What was the first thing that happened in the story?</li><li>• Can you summarise what happened at the beginning, middle or end?</li><li>• What happened after...?</li><li>• Sequence key events in the story.</li></ul>

### **Year 2 – Awaiting SSP (FFT: Success for All) implementation in September 2023.**

<b>Word Reading Skills</b>	<b>Intent</b>	<b>Implementation</b>
Phonics and decoding	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 lending 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.	Daily phonics intervention, 1:1 sessions for children not working at expected standard using year 1's SSP.
Common exception words	To consolidate all Year 1 and Year 2 common exception words.	These common exception words have been taught in Year 1. Consolidation of these words in Year 2.
Fluency	To read aloud books (closely matching to improving phonic knowledge) sounding out unfamiliar words accurately, automatically and without undue hesitation. To re-read these texts to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending.	



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<b>Comprehension Skills</b>	<p>To participate in class discussion about a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>Explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literacy language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>Read a text with a teacher, talk partner and independently focussing on comprehension skills.</p> <p>Daily reading lessons with a focus on comprehension skills. These sessions will use fiction, non-fiction and poetry as stimulus.</p>
Non-fiction	Being introduced to non-fiction books that are structured in different ways.	Non-fiction texts linked to wider curriculum.
Poetry and performance	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	<p>Poetry taught within reading sessions using recommended texts.</p> <p>Children continue to build on their repertoire of poems.</p> <p>A poem is selected for the class for each half term, and this is recited, explored and performed throughout the half term.</p> <p>Perform class poems in unison and groups</p>
<b>Comprehension Domains</b>		<b>Reading prompts in the classroom</b>
Vocabulary	<p>Discuss and clarify meanings of words; link new meanings to those already known.</p> <p>Draw on knowledge of vocabulary in order to understand the text.</p> <p>Discuss favourite words and phrases.</p> <p>Recognise some recurring language in stories and poems.</p>	<ul style="list-style-type: none"><li>• Can you find a noun/verb/adjective that tells you ...?</li><li>• Which word/phrase is most important in this part?</li><li>• Which word best describes ...?</li></ul>
Inference	Make an inference about a characters' feelings by using what they say and do as evidence.	<ul style="list-style-type: none"><li>• What do you think ... means?</li></ul>





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	<p>Infer basic points and begin, with support, to pick up on subtler references.</p> <p>Use pictures or words to make inferences.</p> <p>Answer and ask questions and modify answers as the story progresses.</p>	<ul style="list-style-type: none"><li>• Why do you think that?</li><li>• How do you think ...?</li><li>• When do you think...?</li><li>• How has the author made us think that?</li><li>• How does ... make you feel?</li><li>•</li></ul>
Prediction	<p>Predict what might happen on the basis of what has been read in terms of story, character and plot.</p> <p>Make predictions based on their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<ul style="list-style-type: none"><li>• Where do you think ... will go next?</li><li>• What do you think ... will say or do?</li><li>• What do you think this book will be about? Why?</li><li>• How do you think this will end?</li><li>• Who do you think has done it?</li><li>• What might ... say about that?</li><li>•</li></ul>
Explanation	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Express own views about events and characters Discuss similarities between books Listen to the opinions of others</p>	<ul style="list-style-type: none"><li>• What is similar/different about two characters?</li><li>• Explain why ... did ...?</li><li>• Do you agree with the author's ...?</li><li>• Is there anything you would like to change about this story? Why?</li></ul>
Retrieval	<p>Draw upon previously taught knowledge.</p> <p>Retell using a wide range of story language.</p> <p>Independently read and answer simple questions about what they have just read.</p> <p>Ask and answer retrieval questions.</p> <p>Remember significant events and key information about the text they have read.</p> <p>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.</p>	<ul style="list-style-type: none"><li>• Who are the main characters?</li><li>• When/where is the story set?</li><li>• Which is your favourite/ funniest/scariest part of the story? Why?</li><li>• Tell me three facts you have learned from the text.</li><li>• Find the part where ...</li><li>• What type of text is this?</li><li>• What happened to ... in the end?</li></ul>
Sequence	<p>Discuss the sequence of events in the books and how items of information are related.</p>	<ul style="list-style-type: none"><li>• What was the first thing that happened in the story?</li></ul>



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	Order events from a text. Retell using a wider range of story language. Begin to discuss how events are linked focusing on the main content of the story.	<ul style="list-style-type: none"><li>• Can you remember these events 1-5 in the order that they happened?</li><li>• Can you summarise in a sentence the opening/middle/end of the story?</li><li>• In what order do you think these chapter headings come in the story?</li><li>• Sequence key events from the story.</li></ul>
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Year 3		
Word Reading Skills	Intent	Implementation
Phonics and decoding	To use their phonic knowledge to decode quickly and accurately  To apply their growing knowledge of root words and prefixes including  re, mis, dis,  apply their growing knowledge of root words and suffixes/word endings including: ly, ally, gue, sion.	Reading sessions taught daily with a focus on different comprehension domains with texts rotated weekly (fiction, non-fiction, poetry).  All children to be reading to an adult at least once a week.  Daily readers identified early and read daily with an adult.
Common exception words	To begin to read Y3/4 common exception words.	Daily spelling sessions focussing on common exception words. Common exception words are displayed in the classroom/word mats.
Fluency	At this stage, teaching of comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	Fluency assessments completed for those children who have been identified as priority readers.  Fluency + Vocab focussed lesson at the start of each week when introducing a new text.  Children who are not working at the expected standard complete FFT: Lightning Squad (an intervention provided by the SSP).



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<b>Comprehension Skills</b>	<p>Teaching of comprehension skills are to interrogate and explore a range of texts.</p> <p>To recognise, listen and discuss a wide range of fiction, non-fiction, plays, reference books and poetry at a level beyond that at which they can read independently. To use appropriate terminology when discussing texts-plots, character, setting.</p>	<p>Daily story time taken from school diverse and inspiring class reads list.</p> <p>Children exposed to a range of diverse texts in daily reading sessions with a focus on different comprehension domains (VIPERS) with texts rotated weekly (fiction, non-fiction, poetry).</p> <p>Children asked to comprehend and interpret texts in a range of ways from traditional questioning, diagrams and through creative imagery</p> <p>Use VIPERS progressive question prompt sheets for each year group.</p>
Non-fiction	<p>To recognise non-fiction texts, some of their features and record information from them.</p>	<p>Non-fiction books are shared as class readers to expand vocabulary and expose children to a broad range of texts.</p> <p>Non-fiction books and Topic related books are shared and displayed in the classroom.</p>
Poetry and performance	<p>To prepare and perform plays / poems that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.</p>	<p>A poem is selected for the class for each half term, and this is recited, explored and performed throughout the half term.</p> <p>Perform class poems in unison and groups.</p>
<b>Comprehension Domains</b>		<b>Reading prompts in the classroom</b>
Vocabulary	<p>Discuss words that capture the reader's imagination or interest. Find the meanings of new words using substitution in a sentence.</p> <p>Identify how language choices help build meaning.</p>	<ul style="list-style-type: none"><li>• What does this word/phrase tell you about the character/setting or mood?</li><li>• Which words you that...?</li><li>• Which keyword tells you...?</li><li>• Find and highlight the word that is closest in meaning to...? Find a word which shows/suggests...?</li></ul>



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		<ul style="list-style-type: none"><li>• What other words/phrases could the author have used here? Can you find this word?</li></ul>
Inference	<p>Make an inference about actions or events. Justify inferences by referencing a specific point in a text.</p> <p>Use pictures or words to make inferences</p> <p>Answer and ask questions and modify answers about characters feelings, thoughts and motives.</p>	<ul style="list-style-type: none"><li>• What do you think ... means?</li><li>• Why do you think that?</li><li>• How do you think...?</li><li>• What do these words mean and why do you think the author chose them?</li><li>• Find and copy a group of words which show...?</li><li>• How does the description of ...show ...?</li><li>• Who is telling the story?</li><li>• What has the character done at this time?</li></ul>
Prediction	<p>Justify predictions using evidence from the text. Use relevant prior knowledge to make predictions and justify them. Use details from the text to form further predictions.</p>	<ul style="list-style-type: none"><li>• Can you think of another story with a similar theme?</li><li>• Which other stories have openings like this?</li><li>• Do you think that this story will develop the same way</li><li>• Why did the author choose this setting?</li><li>• Will that influence the story?</li><li>• What happened before this and what do you think will happen after?</li><li>• Do you think the setting will have an impact on the plot moving forward?</li></ul>
Explanation	<p>Discuss the features of a wide range of fiction, non-fiction poetry, plays and reference books. Identify how language structure and presentation contribute to meaning in both fiction and non-fiction books. Recognise authorial choices and the purpose of these.</p>	<ul style="list-style-type: none"><li>• What is similar/different about two characters?</li><li>• Explain why ...did that?</li><li>• Describe different characters reactions to the same event.</li><li>• Why do you think the author chose to order the text this way?</li><li>• Is this as good as interesting as ...?</li><li>• Which is better and why?</li><li>• What is the purpose of this text and who do you think it was written for?</li><li>• What is the author's viewpoint? How do you know?</li><li>• How are these two sections of the text linked?</li></ul>



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Retrieval	Use contents page and subheadings to locate information. Learn to skim and scan to retrieve details. Begin to use quotations from the text. Retrieve and record information from fiction and non-fiction texts.	<ul style="list-style-type: none"><li>Who are the characters in this text?</li><li>When /where is the story set? How do you know?</li><li>Which part of the story best describes the setting?</li><li>What do you think is happening in ...part?</li><li>What might this mean?</li></ul>
Summarise	Identify main ideas drawn from a key paragraph or page and summarise these. Give a brief verbal summary of a story. Begin to distinguish between the more important and less important information in a text. Teachers begin to model how to summarise. Identify themes from a wide range of books. Make simple notes from one source of writing.	<ul style="list-style-type: none"><li>What is the main point in this paragraph?</li><li>Sum up what has happened so far in X words.</li><li>Which is the most important point in these paragraphs?</li><li>Do any sections/paragraphs deal with similar themes?</li><li>Have you noticed any differences between that text and any others you have read?</li><li>What do I need to jot down to remember what I have read?</li></ul>

Year 4		
Word Reading Skills	Intent	Implementation
Phonics and decoding	To use their phonic knowledge to decode quickly and accurately.  To apply their growing knowledge of root words and prefixes including: in, sub, inter, super, anti, auto, bi.  Apply their growing knowledge of root words and suffixes/word endings including: ation, ly, ion, ous, cian.	Reading sessions taught daily with a focus on different comprehension domains with texts rotated weekly (fiction, non-fiction, poetry). All children to be reading to an adult at least once a week.  Daily readers identified early and read daily with an adult.
Common exception words	To read all Y3/4 statutory words discussing unusual correspondences between spelling and sound and where these occur in a word.	Daily spelling sessions focussing on Common exception words. Common exception words are displayed in the classroom/word mats.
Fluency	At this stage, teaching of comprehension skills should be taking precedence over teaching word reading and	Fluency assessments completed for those children who have been identified as priority readers.



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	fluency specifically. Any focus on word reading should support the development of vocabulary.	Fluency + Vocab focussed lesson at the start of each week when introducing a new text.  Children who are not working at the expected standard complete FFT: Lightning Squad (an intervention provided by the SSP).
<b>Comprehension Skills</b>	Teaching of comprehension skills are to interrogate and explore a range of texts.  To discuss and compare texts from a wide range of genres and writers. To read for a range of purposes. To identify themes and conventions in a range of books. To refer to authorial style, overall themes (triumph of good over evil) and features (a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how structure, language and presentation contribute to meaning.	Daily story time taken from school diverse and inspiring class reads list.  Children exposed to a range of diverse texts in daily reading sessions with a focus on different comprehension domains (VIPERS) with texts rotated weekly (fiction, non-fiction, poetry).  Children asked to comprehend and interpret texts in a range of ways from traditional questioning, diagrams and through creative imagery  Use VIPERS progressive question prompt sheets for each year group.
Non-fiction	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 they have read.	Non-fiction books are shared as class readers to expand vocabulary and expose children to a broad range of texts.  Non-fiction books and Topic related books are shared and displayed in the classroom.
Poetry and performance	To recognise and discuss some different forms of poetry- free verse or narrative poetry. To prepare and perform poems and playscripts with appropriate intonation, tone, volume and action to show awareness of the audience when reading aloud.	A poem is selected for the class for each half term, and this is recited, explored and performed throughout the half term.  Perform class poems in unison and groups.
<b>Comprehension Domains</b>		



## Reading Progression at Meanwood C of E Primary School



Vocabulary	<p>Use dictionaries to check the meaning of words they have read.</p> <p>Use a thesaurus to find synonyms.</p> <p>Discuss why words have been chosen and their effect on the reader.</p> <p>Explain how words can capture the interest of the reader.</p> <p>Discuss new and unusual vocab and clarify the meaning of these.</p> <p>Find the meaning of new words using the context of the sentence.</p>	<ul style="list-style-type: none"><li>• What other words could the author have used here?</li><li>• Do you think the author intended to ... Why?</li><li>• What does the word/phrase/sentence tell you about the character/setting or mood?</li><li>• By writing ....., what effect has the author created?</li><li>• Find and highlight the word that is closest in meaning to...?</li><li>• Can you find the meaning of a word or a word with a similar meaning in a dictionary or thesaurus?</li></ul>
Inference	<p>Infer characters feelings, thoughts and motives from their stated actions.</p> <p>Consolidate the skill of justifying by using a specific reference point in the text.</p> <p>Justify inferences by referencing a specific point in a text.</p> <p>Answer and ask questions and about characters feelings, thoughts and motives- I know this because ...</p> <p>Use more than one piece of evidence to justify their answer.</p>	<ul style="list-style-type: none"><li>• What do you think ... means?</li><li>• Why do you think that?</li><li>• How do you think...?</li><li>• What do you think ... means? Why do you think that? Could it be anything else?</li><li>• I think...do you agree? Why? Why not?</li><li>• How do you think...?</li><li>• Can you explain why ...?</li><li>• Can you explain based on this piece of evidence?</li><li>• What do these words mean and why do you think the author chose them?</li><li>• Find and copy a group of words which show ...?</li><li>• What impression of...do you get from this paragraph?</li></ul>
Prediction	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge as well as details from the text to make predictions and justify them.</p> <p>Monitor these predictions and compare them with the text as they read on.</p>	<ul style="list-style-type: none"><li>• Can you think of another story with a similar theme?</li><li>• How do their plots differ?</li><li>• Which other stories have openings like this?</li><li>• Do you think that this story will develop the same way?</li><li>• Why did the author choose this setting? Will that influence the story?</li><li>• What does this paragraph suggest will happen next?</li><li>• Do you think...will happen?</li></ul>



## Reading Progression at Meanwood C of E Primary School



Explanation	Discuss words and phrases that capture the readers interest and imagination. Identify how language structure and presentation contribute to meaning in both fiction and non-fiction books. Recognise authorial choices and the purpose of these.	<ul style="list-style-type: none"><li>• Explain your answer with evidence from the text</li><li>• What is similar/different about two characters?</li><li>• Did the author intend that?</li><li>• Explain why ...did that?</li><li>• Describe different characters' reactions to the same event.</li><li>• What can you tell me about the way the text is organised?</li><li>• Why is the text arranged that way?</li><li>• Is this as good as interesting as ...?</li><li>• Which section was the most ...why?</li><li>• How does the author engage the reader here?</li><li>• What is the purpose of the text and who is the audience?</li></ul>
Retrieval	Use relevant quotes to support their answers to questions. Confidently skim and scan to retrieve details. Retrieve and record information from fiction and non-fiction texts.	<ul style="list-style-type: none"><li>• Find the ... in this text?</li><li>• Is it anywhere else?</li><li>• When /where is the story set?</li><li>• How do you know?</li><li>• Find the part of the story that best describes the setting. What do you think is happening in ...part? Why?</li><li>• Whose perspective is the story told from and how do you know?</li><li>• How can you use the sub heading to help you here?</li></ul>
Summarise	Identify main ideas drawn from more than one paragraph or page and summarise these. Use prior skill to write a brief summary of main points, identifying and using important information.  Identify themes from a wide range of books.  Highlight key information and record it in bullet points, diagrams etc.	<ul style="list-style-type: none"><li>• What is the main point in this paragraph?</li><li>• Is it mentioned anywhere else?</li><li>• Sum up what has happened so far in X words or less</li><li>• Which is the most important point in these paragraphs? Why?</li><li>• Do any sections/paragraphs deal with the same themes</li><li>• How might I record this to ensure the best possible outcome?</li></ul>





## Reading Progression at Meanwood C of E Primary School



Word Reading Skills	Intent	Implementation
Phonics and decoding	<p>To use their phonic knowledge to decode quickly and accurately.</p> <p>To apply their growing knowledge of root words and prefixes including: over, dis, un, im, dis.</p> <p>apply their growing knowledge of root words and suffixes/word endings including: ful, tial, er, cious, cial, ible, ably.</p>	<p>Reading sessions taught daily with a focus on different comprehension domains with texts rotated weekly (fiction, non-fiction, poetry).</p> <p>All children to be reading to an adult at least once a week.</p> <p>Daily readers identified early and read daily with an adult.</p>
Common exception words	<p>To read most Y5/6 exception words discussing unusual correspondences between spelling and sound and where these occur in a word.</p>	<p>Daily spelling sessions focussing on Common exception words.</p> <p>Common exception words are displayed in the classroom/word mats.</p>
Fluency	<p>At this stage, teaching of comprehension skills should be taking precedence over teaching word reading and fluency specifically.</p> <p>Focus on word reading should support the development of vocabulary.</p>	<p>Fluency assessments completed for those children who have been identified as priority readers.</p> <p>Fluency + Vocab focussed lesson at the start of each week when introducing a new text.</p> <p>Children who are not working at the expected standard complete FFT: Lightning Squad (an intervention provided by the SSP).</p>
Comprehension Skills	<p>Teaching of comprehension skills are to interrogate and explore a range of texts.</p> <p>To read a wide range of genres, identifying characteristics of text types and differences between text types.</p> <p>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.</p>	<p>Daily story time taken from school diverse and inspiring class reads list.</p> <p>Children exposed to a range of diverse texts in daily reading sessions with a focus on different comprehension domains (VIPERS) with texts rotated weekly (fiction, non-fiction, poetry).</p> <p>Children asked to comprehend and interpret texts in a range of ways from traditional questioning, diagrams and through creative imagery</p>



## Reading Progression at Meanwood C of E Primary School



		Use VIPERS progressive question prompt sheets for each year group.
Non-fiction	To use knowledge of texts and organisational devices to retrieve, record and discuss information from non-fiction texts and to use non-fiction materials for purposeful information retrieval (other curriculum areas).	Non-fiction books are shared as class readers to expand vocabulary and expose children to a broad range of texts.  Non-fiction books and Topic related books are shared and displayed in the classroom.
Poetry and performance	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	A poem is selected for the class for each half term, and this is recited, explored and performed throughout the half term.  Perform class poems in unison and groups.
<b>Comprehension Domains</b>		<b>Reading prompts in the classroom</b>
Vocabulary	Explore the meanings of words in context confidently using a dictionary. Use a thesaurus to find synonym for a larger variety of words. Discuss how the author's choice of language impacts the reader. Evaluate the authors use of language. Investigate alternative word choices that could be made. Develop knowledge of figurative language and discuss its impact. Consider and use alternative word choices. Read around a word and explore its meaning in the broader context of a section or a paragraph.	<ul style="list-style-type: none"><li>• What other words could the author have used here?</li><li>• Do you think the author intended to ... Why?</li><li>• What does the word/phrase/sentence tell you about the character/setting or mood</li><li>• ? By writing ....., what effect has the author created?</li><li>• Find and highlight the word that is closest in meaning to...</li><li>• Can you find the meaning of a word or a word with a similar meaning in a dictionary or thesaurus?</li><li>• How has the author made you /the character feel by writing...?</li><li>• Find a word which demonstrates...</li><li>• How have a simile and metaphor been used here to enhance the text?</li></ul>
Inference	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Make inferences about actions, feelings, events or states.	<ul style="list-style-type: none"><li>• What do you think ... means?</li><li>• Why do you think that? Could it be anything else?</li><li>• I think...do you agree? Why /why not?</li><li>• Why do you think the author decided to ...?</li></ul>



## Reading Progression at Meanwood C of E Primary School



	<p>Use figurative language to infer meaning. Give one or two pieces of evidence to support the point of view they are making. Begin to draw evidence from more than one place across a text.</p>	<ul style="list-style-type: none"><li>• Can you explain why ...?</li><li>• Can you explain based on two different pieces of evidence? What do these words mean and why do you think the author chose them?</li><li>• How does the author make you feel?</li><li>• What impression of...do you get from this paragraph?</li></ul>
Prediction	<p>Predicting what might happen from details stated and implied. Support predictions with relevant evidence from the text. confirm and modify predictions as they read on.</p>	<ul style="list-style-type: none"><li>• Can you think of another story with a similar theme?</li><li>• How do their plots differ?</li><li>• Which other stories have openings like this?</li><li>• Do you think that this story will develop the same way</li><li>• Why did the author choose this setting? Will that influence the story?</li></ul>
Explanation	<p>Provide increasingly reasoned justifications for views. Recommend books for peers. Give reasons for authorial choice. Begin to challenge points of view. Begin to distinguish between fact and opinion. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<ul style="list-style-type: none"><li>• What is similar/different about two characters?</li><li>• Did the author intend that?</li><li>• Explain why ...did that?</li><li>• Describe different characters' reactions to the same event.</li><li>• Does this story have a moral?</li><li>• Which is better? Why?</li><li>• What can you tell me about the way the text is organised?</li><li>• What impact does this have on the reader?</li><li>• Why is the text arranged that way?</li><li>• Is this as good as interesting as ... ?</li><li>• How can you tell if it is fact or opinion?</li><li>• How is this text similar to the writing we have been doing</li><li>• How does the author engage the reader here?</li></ul>
Retrieval	<p>Confidently skim and scan and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across larger sections of text.</p> <p>Ask my own questions and follow a line of enquiry.</p>	<ul style="list-style-type: none"><li>• Find the ... in this text? Is it anywhere else?</li><li>• When /where is the story set? How do you know?</li><li>• Find the part of the story that best describes the setting.</li><li>• What do you think is happening in ...part? Why?</li><li>• Whose perspective is the story told from and how do you know?</li><li>• Can you skim and scan quickly to find the answer?</li></ul>



## Reading Progression at Meanwood C of E Primary School



Summarise	<p>Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <p>Make connections between information across the text and included this as an answer.</p> <p>Discuss the themes or conventions from a chapter or text.</p> <p>Identify themes across a wide range of writing.</p>	<ul style="list-style-type: none"><li>• What is the main point in this paragraph?</li><li>• Is it mentioned anywhere else?</li><li>• Sum up what has happened so far in X words or less</li><li>• Which is the most important point in these paragraphs? Why?</li><li>• Do any sections/paragraphs deal with the same themes?</li><li>• Can you find a text with a similar theme?</li></ul>
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Year 6		
Word Reading Skills	Intent	Implementation
Phonics and decoding	<p>To use their phonic knowledge to decode quickly and accurately.</p> <p>To apply their growing knowledge of root words and prefixes including: over, dis, un, im, dis.</p> <p>Apply their growing knowledge of root words and suffixes/word endings including: ful, est.</p>	<p>Reading sessions taught daily with a focus on different comprehension domains with texts rotated weekly (fiction, non-fiction, poetry).</p> <p>All children to be reading to an adult at least once a week.</p> <p>Daily readers identified early and read daily with an adult.</p>
Common exception words	<p>To read all Y5/6 exception words discussing unusual correspondences between spelling and sound and where these occur in a word.</p>	<p>Daily spelling sessions focussing on Common exception words.</p> <p>Common exception words are displayed in the classroom/word mats.</p>
Fluency	<p>At this stage, teaching of comprehension skills should be taking precedence over teaching word reading and fluency specifically.</p> <p>Any focus on word reading should support the development of vocabulary.</p>	<p>Fluency assessments completed for those children who have been identified as priority readers.</p> <p>Fluency + Vocab focussed lesson at the start of each week when introducing a new text.</p> <p>Children who are not working at the expected standard complete FFT: Lightning Squad (an intervention provided by the SSP).</p>



## Reading Progression at Meanwood C of E Primary School



<b>Comprehension Skills</b>	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres from other cultures and traditions.	Daily story time taken from school diverse and inspiring class reads list.  Children exposed to a range of diverse texts in daily reading sessions with a focus on different comprehension domains (VIPERS) with texts rotated weekly (fiction, non-fiction, poetry).  Children asked to comprehend and interpret texts in a range of ways from traditional questioning, diagrams and through creative imagery with independence and maturity.  Use VIPERS progressive question prompt sheets for each year group.
Non-fiction	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (other curriculum areas) and in contexts where pupils are genuinely motivated to find out more information ( e.g flyers for school trips and residential etc).	Non-fiction books are shared as class readers to expand vocabulary and expose children to a broad range of texts.  Non-fiction books and Topic related books are shared and displayed in the classroom.
Poetry and performance	To confidently perform texts (recite by heart) using a range of devices to engage the audience and for effect.	A poem is selected for the class for each half term, and this is recited, explored and performed throughout the half term.  Perform class poems in unison and groups.
<b>Comprehension Domains</b>		<b>Reading prompts in the classroom</b>
Vocabulary	Evaluate how the author's use of language impacts on the reader. Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. Discuss how presentation and structure contribute to meaning.	<ul style="list-style-type: none"><li>• What does the word/phrase/sentence tell you about the character/setting or mood?</li><li>• By writing ....., what effect has the author created?</li><li>• Do you think they intended to?</li></ul>



## Reading Progression at Meanwood C of E Primary School



	Explore the meaning of words in context by 'reading around a word' and independently explore its meaning in the broader context of a section or a paragraph.	<ul style="list-style-type: none"><li>• Can you find examples of simile, metaphor, hyperbole or personification in the text?</li><li>• What is the effect of these on the reader? What other words/phrases could the author have used?</li><li>• How has the author made you /the character feel by writing...?</li><li>• Find a word which demonstrates...</li><li>• How have a simile and metaphor been used here to enhance the text?</li></ul>
Inference	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Make inferences about actions, feelings, events or states backing up these with evidence. Give one or two pieces of evidence to support the point of view they are making. Draw evidence from different places/chapters across a text.	<ul style="list-style-type: none"><li>• What do you think ... means? Why do you think that? Could it be anything else?</li><li>• I think..do you agree? Why /why not?</li><li>• Why do you think the author decided to ...?</li><li>• Can you explain why ...?</li><li>• Can you explain based on two different pieces of evidence?</li><li>• What do these words mean and why did the author use them?</li><li>• How do other people's descriptions of ...show that ...?</li><li>• Where else in the text can we find the answer to this question?</li></ul>
Prediction	Predicting what might happen from details stated and implied. Support predictions with relevant evidence from the text. Confirm and modify predictions in the light of new information.	<ul style="list-style-type: none"><li>• Can you think of another story with a similar theme?</li><li>• How do their plots differ?</li><li>• Which other stories have openings like this?</li><li>• Do you think that this story will develop the same way?</li><li>• Why did the author choose this setting?</li><li>• Will that influence the story?</li></ul>
Explanation	Provide increasingly reasoned justifications for views. Recommend books for peers in detail. Give reasons for authorial choice. Begin to challenge points of view.	<ul style="list-style-type: none"><li>• What is similar/different about two characters?</li><li>• Did the author intend that? Explain why ...did that?</li><li>• Describe different characters' reactions to the same event.</li><li>• Does this story have a moral?</li><li>• Which is better? Why?</li></ul>



## Reading Progression at Meanwood C of E Primary School



	<p>Identify 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>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Distinguish between fact, opinion and bias explaining how they know this.</p>	<ul style="list-style-type: none"><li>• Can you identify where the author has shown bias towards a particular character?</li><li>• Is it fact or opinion? How do you know this?</li><li>• How does the author make you feel at this point in the story?</li><li>• Why did they do that?</li><li>• Can you explain it in a different way?</li></ul>
Retrieval	<p>Confidently skim and scan and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across larger sections of text</p> <p>Ask my own questions and follow a line of enquiry.</p>	<ul style="list-style-type: none"><li>• Find the ... in this text? Is it anywhere else?</li><li>• Can you skim the next ... And find me the answer to ...?</li><li>• When /where is the story set? How do you know? Find evidence in the text.</li><li>• Find the part of the story that best describes the setting.</li><li>• What do you think is happening in ...part? Why?</li><li>• Whose perspective is the story told from and how do you know?</li><li>• What genre is it? Can you look at these other texts and find me what is similar and what is different?</li></ul>
Summarise	<p>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Make comparisons across different books/ poems</p> <p>Summarise concisely entire texts, in addition to chapters and paragraphs, using a limited amount of words or paragraphs.</p>	<ul style="list-style-type: none"><li>• What is the main point in this text?</li><li>• Is it mentioned anywhere else?</li><li>• Look at this paragraph. What does the author mean?</li><li>• Is it mentioned anywhere else?</li><li>• Sum up what has happened so far in X words or less</li><li>• Read the text and summarise what has happened.</li><li>• Which is the most important point in these paragraphs? Why?</li><li>• Do any sections/paragraphs deal with the same theme/s</li><li>• Can you find a text with a similar theme?</li></ul>