

A thick red vertical bar is positioned on the left side of the page. A red arrow points horizontally to the right from the top of this bar. The text '2020-2021' is centered within the arrow.

2020-2021

Sytchampton Endowed Primary School

Reading Progression Document

An abstract graphic consisting of several thin, curved lines in shades of blue and grey, originating from the bottom left and extending upwards and to the right.

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Text Genre – Reading Progression Document

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Text Types and Genres

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Traditional and fairy tales Stories with predictable and patterned language	Traditional tales Stories with repetitive patterns or structures Stories by the same author Stories from other cultures Fantasy	Traditional stories Stories set in familiar settings Stories by the same author Traditional tales with a twist Animal Adventure Stories	Adventure and Mystery Myths and Legends Stories with familiar settings Dialogue and plays	Stories with a historical setting Stories which raise issues or dilemmas Stories set in an imaginary world (fantasy) Stories from other cultures Narrative writing from different viewpoints Play scripts	Fables, Myths and Legends Stories from other cultures Significant authors Classic fiction Film narrative and playscripts	Detective/Crime Science Fiction Stories with flashbacks/time shifts Classic Fiction/Novel as a theme
Recount	Recounts of personal experiences	Recounts of personal experiences	Recount of historical events/diary (different viewpoint)	Focus is now on applying Recount to Biographies and Newspapers			
Biography	All about me poster with labels and captions			Autobiography		Biography	Biography (Historical Context)
Newspapers		Wanted poster			Newspapers		Newspapers
Instruction	Simple instructions based on an experience (cooking, treasure hunt).	Recipe – simple instructions in numbered order	Instructions with key features (e.g. Title, List of things you will need, bullet points, numbers, time connectives)	Focus moves to Explanation			
Explanation				Explanation of how something works	Explanation Text	Explanation	
Non-Chronological Reports	Labels, lists and captions	Simple non-chronological report	Non-chronological reports (Include key text features and language structures)		Non-chronological report		Information booklet incorporating a range of text types (Hybrid text)
Persuasion				Persuasive advert of poster	Sales pitch or Article	Radio or TV broadcast	Persuasive Leaflet
Balanced Argument				Discussion – for and against	Discussion/debate	Formal debate and report	

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Letters	Letter to Santa	Invitations Informal letters Postcards	Formal letters	Formal – Letters of complaint		Formal Letters informal letters – different viewpoints	
Poetry	Nursery Rhymes Language play	Use the senses Poems for learning by heart Traditional rhymes	Poems with a structure e.g. riddles Poems on a theme Shape poetry/calligrams Pattern and Rhyme	Performance Poetry Language play Poems on a theme Rhyming and rhyming couplets	Kennings Cinquain Poetry on a theme	Poems with figurative language Poems with a structure e.g. haiku, limericks Classic Narrative Poetry	Poems Free Verse Poems with imagery

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Whole school Key Text							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1				Topic: Tudors Literacy Based Text: The Tempest Other Texts: Terrible Tudors Other stories from William Shakespeare			
Spring 1				Topic: Awesome Earth Literacy Based Text: Fantastic Mr Fox Other Texts: The Firework Maker's Daughter The Abominables			
Summer 1				Topic: Invasion Literacy Based Text: Odd and the Frost Giants Other Texts: How to grow dragons How to train a dragon			
Autumn 2				Topics: Walk like an Egyptian Literacy Based Text: The time travelling cat Other Texts: Story of Tutankhamun Cinderella of the Nile			
Spring 2				Topics: Into the Forest Literacy Based Text: Shamans Apprentice Other Texts: Journey to the river sea The Tin Forest			

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Summer 1				Topics: Our World Literacy Based Text: The Iron Man Other Texts: Stig of the Dump The Last Wolf		
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Class Reading Texts (red box/reading spine)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Where's Spot? – Eric Hill Dear Zoo – Rod Campbell You Choose – Pippa Goodhart and Nick Sharratt We're Going on a Bear Hunt – Michael Rosen Brown Bear, Brown Bear, What Do You See? – Bill Martin Jnr and Eric Carle Jasper's Beanstalk – Nick Butterworth and Mick Inkpen The Very Hungry Caterpillar – Eric Carle Hairy Maclary from Donaldson's Dairy – Lynley Dodd Each Peach Pear Plum – Allan and Janet Ahlberg Hug – Jez Alborough The Train Ride – June Crebbin Come on, Daisy – Jane Simmons Owl Babies – Martin Waddell The Gruffalo – Julia Donaldson Handa's Surprise – Eileen Browne Mr Gumpy's Outing – John Burningham Rosie's Walk – Pat Hutchins Six Dinner Sid – Inga Moore Mrs Armitage – Quentin Blake Whatever Next – Jill Murphy On the Way Home – Jill Murphy Farmer Duck – Martin Waddell Goodnight Moon – Margaret Wise-Brown Shhh! – Sally Grindley</p>	<p>Peace at last- Jill Murphy Can't You Sleep Little Bear? – Martin Waddell Where the Wild Things Are – Maurice Sendak The Elephant and the Bad Baby – Elfrida Vipont and Raymond Briggs Avocado Baby – John Burningham The Tiger Who Came to Tea – Judith Kerr Lost and Found – Oliver Jeffers Knuffle Bunny – Mo Willems Beegu – Alexis Deacon Dogger – Shirley Hughes Cops and Robbers – Alan and Janet Ahlberg Elmer – David McKee</p>	<p>Traction Man is here- Mini Grey Meerkat Mail – Emily Gravett Amazing Grace – Mary Hoffman Pumpkin Soup – Helen Cooper Who's Afraid of the Big Bad Book? – Lauren Child Dr Xargle's Book of Earthlets – Tony Ross Not Now Bernard – David McKee Tuesday – David Wiesner The Flower – John Light Gorilla – Anthony Browne Emily Brown and The Thing – Cressida Cowell Frog and Toad Together – Arnold Lobel The Owl Who Was Afraid of the Dark – Jill Tomlinson Fantastic Mr Fox – Roald Dahl The Hodgeheg – Dick King-Smith Flat Stanley – Jeff Brown</p>	<p>The Iron Man- Ted Hughes Cat Tales: Ice Cat – Linda Newberry The Sheep-pig – Dick King-Smith The Abominables- Eva Ibbotson The Lion, The Witch and The Wardrobe – CS Lewis The Battle of Bubble and Squeak - Phillipa Pearc</p>	<p>Bill's New Frock- Anne Fine Charlotte's Web – EB White Why the Whales Came – Michael Morpurgo The Firework Maker's Daughter – Phillip Pullman The Snow Walker's Son – Catherine Fisher Perry Angel's Suitcase – Glenda Millard Voices in the Park – Anthony Browne</p>	<p>The Wolves of Willoughby Chase– Joan Aiken Varjak Paw – SF Said Wolf Brother – Michelle Paver Street Child – Berlie Doherty The Midnight Fox – Betsy Byars Tom's Midnight Garden – Phillipa Pearce FARThER – Grahame Baker-Smith</p>	<p>Holes- Louis Sacher Clockwork – Phillip Pullman The Hobbit – JRR Tolkien Skellig – David Almond Fireweed – Jill Paton Walsh River Boy – Tim Bowler The Arrival – Shaun Tan</p>

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Encourage Love of Reading						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>children to be read to at least twice during the school day</p> <p>Dedicated mixed paired reading session.</p>	<p>Children to be read picture to at least once during the school day</p> <p>Dedicated mixed paired reading session.</p>	<p>Children to be read to from a simple chapter book at least once during the school day</p> <p>Dedicated mixed paired reading session.</p>	<p>Children to be read to from a simple chapter book at least 5-10 mins during the school day</p> <p>Dedicated Love to Read Sessions.</p>	<p>Children to be read to from a simple chapter book at least 5-10 mins during the school day</p> <p>Dedicated Love to Read Sessions.</p>	<p>Children to be read to from a simple chapter book at least 10-15 mins during the school day</p> <p>Dedicated Love to Read Sessions.</p>	<p>Children to be read to from a simple chapter book at least 5-15 mins during the school day</p> <p>Dedicated Love to Read Sessions.</p>

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Book Talk for Reading

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I like...</p> <p>I don't like...</p> <p>One day...</p> <p>Next...</p> <p>In the end...</p> <p>I think...because</p>	<p>. I like/don't like... because...</p> <p>I think... happened because...</p> <p>I feel that...</p> <p>Next time I ...</p> <p>First, next...</p> <p>I agree/disagree because..</p>	<p>I think...because...</p> <p>They are similar/different because...</p> <p>I know this because...</p> <p>I found...</p> <p>Next time I could...</p> <p>It was interesting because...</p> <p>I like the part where....</p> <p>I predict that...</p>	<p>An argument for/against is...</p> <p>I understand, however...</p> <p>It appears to be...</p> <p>I enjoyed it because...</p> <p>Maybe next time you could try...</p> <p>My opinion is...</p> <p>Building on... I remember that...</p>	<p>An argument for/against is...</p> <p>I understand, however...</p> <p>It appears to be...</p> <p>I understand that depending on...</p> <p>I understand your point of view however...</p> <p>You could improve this work by...</p> <p>It was successful because...</p> <p>Due to the fact that...</p> <p>Most reasonable people would agree that...</p> <p>Due to...</p> <p>Subsequently..</p>	<p>In my opinion...</p> <p>I have two main reasons for...</p> <p>In some ways...</p> <p>Another feature...</p> <p>However they also differ...</p> <p>Perhaps some people would argue...</p> <p>Furthermore they...</p> <p>It is clear that...</p> <p>I deduce that...</p> <p>In conclusion...</p> <p>Perhaps the reason...</p> <p>Therefore, in my opinion.</p>	<p>On the one hand...</p> <p>I am convinced that...</p> <p>Given that...</p> <p>Another feature they have in common...</p> <p>The similarities/differences are significant because...</p> <p>Based on...</p> <p>Having considered...</p> <p>This infers...</p> <p>This suggests...</p> <p>Having considered...</p> <p>This is supported by the fact that...</p> <p>Possible improvements may include...</p> <p>Evidently...</p> <p>Owing to...</p> <p>After consideration/reflection...</p> <p>In summary...</p> <p>The consequences of.</p>

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Word, letter, sentence, page, story, tale, author, title, illustrator</p>	<p>author, title, illustrator, fiction, non fiction, rhyme, story</p> <p>letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Setting, plot, Illustrator, character, alliteration, rhythm, beats, simile, narrator, chapter, pattern</p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma, illustrator</p>	<p>Myth, legend, fable, script, scene, act, narrative, hook, dialogue, hero, villain, first person</p> <p>Preposition, conjunction word family, prefix clause, subordinate clause direct speech, consonant vowel, vowel inverted commas (or 'speech marks')</p>	<p>Metaphor, onomatopoeia, genre, point of view, resolution, novel, haiku, cinquain, kennings</p> <p>determiner pronoun, possessive pronoun adverbial</p>	<p>Classic, figurative language, imagery, climax, theme, personification, humorous, free verse, rap, couplets</p> <p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguit</p>	<p>Flash back, epilogue, prologue, protagonist, antagonist, convention, twist, mood, style, parody, cliché, biography, autobiography, tragedy, comical</p> <p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>

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Word Reading							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts							
Phonics and Decoding/ Common Exception Words	<p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>To read some common irregular words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p> <p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p> <p>To begin to read Y3/Y4 exception words.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p> <p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>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.*</p> <p>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>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.</p>

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Fluency	To read and understand simple sentences.	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 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.	Read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation. Recognise punctuation, pausing at key moments.	Read clearly and apply punctuation accurately. Use expression and intonation with a growing awareness of the audience and purpose. Word reading should also support the development of vocabulary.	Reading fluently, using punctuation, expression and intonation of a growing vocabulary, showing an awareness of the intended audience and purpose.	Use punctuation, expression and intonation of a wider vocabulary to create moods, showing an appreciation of the audience and purpose.
Correcting Inaccuracies		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 check that the text makes sense to them as they read and to correct inaccurate reading.			

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Comprehension							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts							
Understanding and Comparing	<p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>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.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>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.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary 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</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>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).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than</p>	<p>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.</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>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>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.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>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.</p> <p>To listen to guidance and feedback on the quality of their explanations and</p>

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			(in texts that they can read independently).		one paragraph and summarise these.		<p>contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
Words in context and authorial choice	Experience new words.	To discuss word meaning and link new meanings to those already known	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	Discuss vocabulary used to capture readers' interest and imagination.	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader</p>	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.

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Inference and predication	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 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 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 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 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 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.
Poetry and Performances	To express themselves effectively, showing awareness of listeners' needs.	To recite simple poems 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 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 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 continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-fiction	To read simple fact sentences.	To recognise non-fiction and fiction - texts.	To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful

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					information. To use dictionaries to check the meaning of words that they have read.	texts.	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).
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