**Acquiring a rich vocabulary and broad subject knowledge**

* Reading is taught as part of our learning enquiries
* Schools use a structured programme for their daily reading lessons (Active Read or DERIC)
* Opportunities within reading lessons to learn subject-specific vocabulary
* Opportunities within reading lessons to develop comprehension, through discussion and deeper engagement with the text
* Text provides further information relating to the learning enquiry subject
* Pre-teaching sessions may also take place, so that our lowest 20% are given a head start.

**Developing reading fluency**

* Regular fluency checks to ensure children are meeting their age related milestones
* Targeted catch-up support for pupils beyond the PSC to become fluent, independent readers
* Schemes such as accelerated reader and SSP programmes are used to support pupils in Year 2, 3, 4 and possibly beyond, to ensure that all pupils can confidently read 90+wpm in an age-related text
* PIRA tests used on termly basis trust-wide
* Strategies such as Echo Reading and paired reading are incorporated into reading lessons, as an opportunity for teachers to model intonation, gesture and pronunciation

**Becoming a life-long reader**

* + Wide range of engaging books are shared in class on a daily basis
  + Links with local library services
  + Schemes in schools to promote reading for pleasure – reading certificates, prizes and incentives
  + Author visits
  + Opportunities to share books with our community, ie, Silver Stories
  + Class rooms have reading corners, featuring a curated selection of high-quality literature
  + Schools will have their own strategies to ensure children are exposed to a wide range of authors and writing styles – ie, ‘Fab Five’
  + All children to be read to every day by an adult

**Phonics**

* Discrete daily phonics, taught from day one of a child starting school.
* Regular assessment of acquisition of GPCs and application when reading
* Children are grouped based on their knowledge and application of GPCs
* Decodable phonics books sent home that only contain GPCs and tricky words that a child can read fluently and confidently
* Focussed catch up and additional support for children who are not on track to meet specific milestones
* Regular support and training for all staff who deliver the phonics programme

**The Reading Process**

**GALMPTON WHOLE SCHOOL READING PROGRESSION DOCUMENT**

This document has been written by headteachers and our ACE English leads. Each document has been adapted to the context of each of our schools. In all year groups, reading is integral to the acquisition of subject knowledge within our enquiries. In all schools, reading is explicitly taught every day. Whether this teaching is part of a phonics lesson, or a reading lesson, children are supported to make the journey from decoder to independent, fluent reader. All children are exposed to high quality books from a wide range of genres. These books range from modern and classical fiction to poetry to informative, and include authors from diverse cultural backgrounds. Reading therefore, is the means by which children acquire a wide vocabulary as well as developing the habits and dispositions to become life-long readers.

**The progression in reading is based on the following stages:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Phonics and Reading Fluency** | | | | | | | | | | | | | | |
| **EYFS** | **Year 1** | | **Year 2** | | | | | **Year 3** | | **Year 4** | | **Year 5** | **Year 6** | |
| 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 | | | | | | |
| **In addition to the previous year’s objectives, children know how to:** | | | | | | | | | | | | | | |
| * Blend sounds into words, so that they can read short words made up of letter-sound correspondences. * Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. * Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | * 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 check that a text makes sense to them as they read and to self- correct. | | * 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 show understanding by drawing on what they already know or on background information   and vocabulary provided by the teacher. | | | | | * Speak clearly and confidently with appropriate volume and pace in a range of contexts * To ask an adult relevant questions to check understanding. * To independently try different pronunciations of a word in order to identify the correct version. | | * Consciously adapt tone, pace and volume of voice within a single context. * To independently re-read a sentence or paragraph more than once in order to double-check understanding. | | * Consciously adapt tone, pace and volume of voice within a single context. * To self-identify where a misconception has been picked up, re-read and then better understood | * Speak fluently in front of an audience. * Have a stage presence * Consciously adapt, tone, pace and volume of voice * To support others to self-correct and ask probing questions to check other pupils’ understanding | |
| **Developing Comprehension: Commenting, Responding, Comparing** | | | | | | | | | | | | | | | |
| **EYFS** | | **Year 1** | **Year 2** | | | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | | |
| **In addition to the previous year’s objectives, children know how to:** | | | | | | | | | | | | | | | |
| * Listen to and talk about stories to build familiarity and understanding. * Compare and contrast characters from stories, including figures from the past. * Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. | | * 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 read for a range of purposes. | | * To discuss and compare texts from a wide variety of genres and writers. * 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 discuss, compare and evaluate 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 * 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 | | |
| **Understanding vocabulary in context and authorial choice** | | | | | | | | | | | | | | | |
| **EYFS** | **Year 1** | | **Year 2** | | **Year 3** | | | | **Year 4** | | | **Year 5** | **Year 6** | | |
| **In addition to the previous year’s objectives, children know how to:** | | | | | | | | | | | | | | | |
| * Demonstrate 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 and during role play | * To discuss word meaning and link new meanings to those already known. * Identify, recognise and replicate rhyme and alliteration | | * To discuss and clarify the meanings of words, linking new meanings to known vocabulary. * To discuss their favourite words and phrases. * Identify, recognise and replicate use of similes | | * To check that the text makes sense to them, discussing their * understanding and explaining the meaning of words in context. * To discuss authors’ choice of words and phrases for effect. * Recognise and understand repetition for effect | | | | * Discuss vocabulary used to capture readers’ interest and imagination. | | | * To 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. * Recognise and understand the use of figurative language:   Metaphor and personification | * 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. * Identify and recognise the impact of figurative language: Metaphor, personification, alliteration and assonance. | | |
| **Developing inference** | | | | | | | | | | | | | | | |
| **EYFS** | **Year 1** | | **Year 2** | | **Year 3** | | | | **Year 4** | | | **Year 5** | **Year 6** | | |
| **In addition to the previous year’s objectives, children know how to:** | | | | | | | | | | | | | | | |
| * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. * Anticipate (where appropriate) key events in stories. | * 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. | | |
| **Life-long reader: Poetry and Performance** | | | | | | | | | | | | | | | |
| **EYFS** | **Year 1** | | **Year 2** | | **Year 3** | | | | **Year 4** | | | **Year 5** | **Year 6** | | |
| **In addition to the previous year’s objectives, children know how to:** | | | | | | | | | | | | | | | |
| * Retell the poem, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. * Learn rhymes, poems and songs. * Develop storylines in their pretend play. * Perform songs, rhymes, poems and stories with others | * 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. | | |
| **Life-long reader: Appreciating non-fiction** | | | | | | | | | | | | | | | |
| **EYFS** | **Year 1** | | **Year 2** | | **Year 3** | | | | **Year 4** | | | **Year 5** | **Year 6** | | |
| **In addition to the previous year’s objectives, children know how to:** | | | | | | | | | | | | | | | |
| * Engage in non-fiction books. * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | * To recognise that non- fiction books are often structured in different ways. * To recall information from non-fiction texts that they have read | | | * To recognise the layout of information within a non-fiction text and how this differs from fiction. | | * To independently 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 information. * To use dictionaries to check the meaning of words that they have read. | | | * To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. | | * 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). | |

**Suggested Reading Spine – list not exhaustive.**

All schools will set out a progression in the range of books that are shared with children across each year group. This may look like the progression spine here:

**Key:** recently published (last 3 years) culturally diverse

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| **Genre** | **Sub-genre** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Fiction** | **Classical fiction** | The Tiny Seed  The Enormous Turnip  The Hungry Caterpillar  Gruffalo  We’re going on a bear hunt  Farmer Duck  Little Red riding hood | The Nativity  The Paper Dolls  Flotsam | The iron man  The Enchanted Wood  The owl who was afraid of the dark.  Flat Stanley | Around the World in 80 Days  The Enormous Crocodile  Charlie and the Chocolate Factory | The Lion the Witch and the Wardrobe  The Whale’s Song  The Angel of Nitshill Road | Kensuke’s Kingdom  A series of Unfortunate events  Aesop’s Fables  Alice’s adventures in wonderland | The Speckled Band - Sherlock Holmes  Bravo Mr William Shakespeare – Marcia Williams    Macbeth – Marcia Williams |
|  | **Historical fiction** | When I was a child  The toy museum | Grandad’s Island  The Story of Francis Drake  Flotsam |  | The Wild Way Home | The Lion the Witch and the Wardrobe | The White Giraffe | The Best Christmas Present in the World – Michael Morpurgo  Anne Frank (Picture Book) |
|  | **Other fiction** | The true story of the three pigs  Jack and the Beanstalk  Oliver’s garden  Little red riding hood |  | The Invisible Dog  The Fox Busters  The 13 story treehouse | The Boy Who Grew Dragons  The Wild Robot | The Boy at the Back of the Class  Real-life Mysteries  Secret Diary of Pig  The Boy Who Made Everyone Laugh  Atishoo | Wonder | The Day I Met a Whale – Michael Morpurgo  The Island at the End of Everything – Kiran Millwood Hargrave  The Giant’s Necklace – Michael Morpurgo  The Explorer – Katherine Rundell |
| **Picture Books** | The great book of Families  The colour monster  Pink is for boys  That’s what makes me, me  Lost and Found  I can, I will  Wilfred, Gordon, Macdonald Partridge | Lubna and the Pebble  Look up  A handful of Buttons  I am enough  Dinosaurs don’t draw  The Storm Whale  The Pencil  On Sudden Hill  Grandma Bird  The Building Boy | Sulwe  The Ghanaian Goldilocks  Anna Hibiscus  Invisible  The King who saved the dark  Into the forest  The Rainbow Bear  Once Upon a time…online  Voices in the park  The three little wolves and the big bad pig  Hermelin  Toys in Space  Traction Man | Except When They Don’t  Leo and the Gorgon’s Curse  After the Fall  Arthur and the Golden Rope  The Secret of Black Rock  Marcy and the Riddle of the Sphinx  Kai and the Monkey King  It’s OK to be different | The Journey – Francesca Sanna  My Name is not refugee  The Barnabus Project  Kid Christmas  The Bear and the Piano  The Lights on Cotton Rock  The Sand Horse  Piggy Book  The Empty Stocking  Gorilla  Willy the Wimp | The day war came  Ice Bear  Mr Peabody’s Apples  How to live forever – Colin Thompson  Animalium | The Island – Armin Greder  The Arrival – Shaun Tan  Moth: An evolution Story – Isabel Thomas |
| **Poetry** | | Poetry basket -a poem a week | Complete nonsense of Edward Lear  The Magic Box  My many coloured days | Courage in a Poem  Poems aloud  I bet I can make you laugh | Selection of poems from: Flaming Stars  Leisure – W. H. Davies  Jelly Boots, Smelly Boots – Michael Rosen | Poetry about Refugees  Cloud Soup – Kate Wakeling  The Lost Words – Robert Macfarlane | Pansy Boy  Dilberta the Elephant  Head that Wears a Crown: Poems about Kings and Queens  The Best Ever Book of Funny Poems | Funky Chicken - Benjamin Zephaniah  The Highwayman (Poetry)  Quick Let’s Get Out of Here – Michael Rosen  Poems from the 1st World War – Gaby Morgan  Poems from WW2 |
| **Non-fiction** | **Geography** | Coming to England  Birthdays around the world  Martha maps it out | Follow that map  Me on the map  Molly and the Lighhouse | The Big Book of the UK: Facts, folklore and fascinations from around the United Kingdom | Great Rivers of the World  Kids’ Survival Guide – Lonely Planet  Mountains (World Feature Focus) | Earthquakes – DK | Why water’s worth it | Who will save us? climate book  The Temeraire (Poetry) |
| **Science** | If Sharks disappeared  Animals. Animals  Mr Seahorse  Dear Earth  Bug hotel  Mad about minbeasts | The Tree  21 Elephants  The Most Magnificent thing  Izzy Peck Architect | Usborne – step inside your body  Ask Dr K Fisher about animals | Everything: Rocks and Minerals – National Geographic  The Bee Book  All About Plants  The Night Flower  The Street Beneath My Feet  Interview with a Shark and other Ocean Giants | How the Body Works  Light and Sound – non fiction  Out Smelly Sprout | The Mysteries of the Universe  A day in the life of an astronaut  Survival in Space    Solids, Liquids Gases - Ruth Owen  Lots: the diversity of life on earth | The Incredible Journey through the human body  Brain Power – Dr Ranj  What Mr Darwin Saw! – Mick Manning  Non-fiction text – healthy lifestyle |
| **History** | When I was a child  The Toy museum | Little Elizabeth  The Queen’s Jubillee  Flotsam | Queen Elizabeth-Little People’s books  The Little Giant: Isambard Kingdom Brunel  The Great Fire of London  Little leaders | A Day In The Life of a Caveman  The Stone Age (Usborne)  The Romans: Gods, Emperors and Dormice  Rotten Romans | Alfred the Great  Historical texts – British archives | Horrible Histories Aztecs  DK find out: Maya, Incas and Aztecs  Myths, Monsters and Mayhem in Ancient Greece  Meet the Greeks | Erika’s Story  Nelson  HMS Beagle  The Christmas Truce – The place where peace was found  War Game – Michael Foreman  The Little Ships – Louise Borden |
| **Other** |  |  |  |  | Camile and the Sunflower | Frida Kahlo: A Kid's Book About Expressing Yourself Through Art (Mini Movers and Shakers)  Bob the Artist  Great Paintings: The World's Masterpieces Explored and Explained |  |

**Star authors**

**Key:** recently published (last 3 years) culturally diverse renowned author

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| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * + Julia Donaldson   + Oliver Jeffers   + Eric Carle | * Benji Davies * Nathon Byron * Edward Lear | * Mini Grey * Vashti Harrison * Dick King-Smith | * Joe Todd Stanton * Valorie Bloom * Roald Dahl | * Anthony Browne * Onjali Q Rauf * Michael Rosen | * Lauren St. John * RJ. Palacio * Lewis Carroll | * Shaun Tan * Kiran Millwood Hargrave * Michael Morpurgo |