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Cannon Lane's Reading Skills and Progression

At Cannon Lane, English is at the heart of everything we do. We want to encourage children to be passionate about reading and have a love for language so they can be highly effective in communication skills whilst developing their creativity. Reading is the key that unlocks the rest of a school's curriculum. 85% of the curriculum that is taught is through reading. As a consequence, the effective teaching of reading is fundamental to success.

Early Years:

Developing a love of reading at the beginning of a child's education is vital for success. Learning to read comes from two fundamental skills: language comprehension and word reading. Language comprehension starts before school, from birth. This is developed through talking with children about the world around them, book reading, and rhymes, poems and songs together. If a child is read one book a day, by the age of 5 they will have heard about 290,000 more words than those who aren't read to. In reception, word reading is taught through decoding. Decoding is the segmenting of the individual phonemes (sounds) in a word, working from left to right and then blending these sounds together. Each sound corresponds to an individual grapheme (that is, each letter (grapheme) or group of letters has a corresponding sound (phoneme)) and every child is expected to learn these grapheme-phoneme correspondence. Further, there are words that contain unusual or irregular GPCs. These words are called 'common exception words'. Decoding is taught through a synthetic phonics program (Little Wandle Letters and Sounds).

Key Stage 1:

In Key Stage 1, the teaching of phonics and reading are continued on from the foundation established in Reception. The children are taught further grapheme-phoneme correspondences (GPCs) and consolidate the learning in the Early Years. Children must learn to decode words with Phase 5 sounds and words that contain unusual or irregular GPCs. These words are called 'common exception words'. Reading in Year 1 is taught through a synthetic phonics program (Little Wandle Letters and Sounds) and all common graphemes are taught by the end of Year 1. Children will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. As children's ability to decode words strengthens, they are expected to begin to read without segmenting and blending out loud. During Year 2, children should become more secure in their phonics and decoding skills, and should be reading with increased fluency and comprehension of the texts that they are reading. In Year 2, children are taught that there is not always an obvious connection between the way a word is said and the way it is spelt. These variations are taught explicitly.

Lower Key Stage 2:

By the beginning of Year 3, children are expected to continue to develop their reading skills and be reading at an age-appropriate level. They are now expected to read quickly and fast enough that they can gain meaning from the texts that they are reading. Children should be able to decode new and unfamiliar words and there is a focus on developing vocabulary. The goal is to have enthusiastic, fluent and independent readers who read a variety of different texts in different genres. Children are expected to discuss their views of the text and justify their opinions.

Upper Key Stage 2:

By the end of Year 5, pupils are able to read poetry and books at age-appropriate levels accurately and with good pace. There should be automaticity to unfamiliar words. Proper prosody (intonation) should be used when reading, and children should be able to summarise a familiar story. Reading should be both at school and in school, with an emphasis on both reading for pleasure and information seeking. Children should be able to answer questions about and discuss what was read. There should be an increased focus on vocabulary to support writing. By the end of Year 6, children's reading and comprehension should prepare them for KS3 and education in secondary school; not just in English but across the wider curriculum. Vocabulary studied should also cover subject-specific academic vocabulary. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Reading - Skills and Knowledge Progression

	Early Years Foundation Stage	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Skills and Knowledge Yeargroup Expected Endpoints	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT) Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT) Read some taught common exception/ high frequency and familiar words. (LIT) Read sentences made up of words with taught sounds and common exception words. (LIT)	Apply phonic knowledge to decode words Read aloud phonically-decodable texts Re-read books to build fluency and confidence Read simple sentences and understand the meaning including what a pronoun is (extra) Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes Read Year 1 common exception words noting unusual correspondences between spelling and	Apply phonic decoding until automatic and reading is fluent Read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly Re-read books to build up fluency and confidence in word reading Note punctuation to read with appropriate expression Read accurately by blending, including alternative sounds for graphemes Read Year 2 common exception words, noting unusual correspondences	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

		sound (identifying where they appear) Read polysyllabic words containing taught GPCs Read common suffixes (–s, –es, –ing, –ed, –er and –est) Read contractions and understand that the apostrophe represents the omitted letter(s) Read accurately by blending taught GPCs Develop some fluency and expression, pausing at full stops	Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically Read polysyllabic words containing above graphemes Read most words quickly & accurately without overt sounding and blending				
Range of Reading	Read sentences made up of words with taught sounds and common exception words. (LIT) Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L) To use non-fiction books to develop new knowledge and vocabulary. (C&L)	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books
Familiarity with texts	Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some	recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them	become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales recognise simple recurring literary	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary	increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary

	in their own words. (LIT) To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT) To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)	and considering their particular characteristics	language in stories and poetry	identify themes and conventions in a wide range of books	identify themes and conventions in a wide range of books	heritage, and books from other cultures and traditions identify and discuss themes and conventions in and across a wide range of writing	heritage, and books from other cultures and traditions identify and discuss themes and conventions in and across a wide range of writing
Poetry and performance	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L)	learn to appreciate rhymes and poems, and to recite some by heart	continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry	learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word meaning	Talk about elements of a topic using newly introduced vocabulary (C&L)	discuss word meanings and link new meanings to words already known	discuss and clarify the meanings of words and link new meanings to known vocabulary discuss their favourite words and phrases	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read
Understanding	Understand how to listen carefully. (C&L) Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT) Talk about elements of a topic using newly	draw on what they already know or on background information and vocabulary provided by the teacher be encouraged to link what they read or hear read to their own experiences	discuss the sequence of events in books and how items of information are related draw on what they already know or on background information and vocabulary provided by the teacher	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding

	introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)	check that the text makes sense to them as they read and correct inaccurate reading answer simple retrieval questions about a text and find evidence to support answers (Extra)	make links between a current book and those already read check that the text makes sense to them as they read and correct inaccurate reading	identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)	discuss the significance of the title and events make inferences on the basis of what is being said and done	make inferences on the basis of what is being said and done answer and ask questions	draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
Prediction	To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	predict what might happen on the basis of what has been read so far	predict what might happen on the basis of what has been read so far	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied
Authorial intent				discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader	identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader
Non-fiction	Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (UW, C&L, LIT) Know and explain some differences between fiction and	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction texts	retrieve and record information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts

	non-fiction books. (LIT)						
Discussing reading	Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions. (C&L) Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT) Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. (LIT) Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions (LIT)	participate in discussion about what is read to them by taking turns and listening to what others say explain clearly their understanding of what is read to them	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say	recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views	recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views