

Reading Progression Ladder

Pitmaston Primary School



This document gives a clear overview of the progression of substantive and disciplinary knowledge that our pupils are taught in Reading, throughout their primary education at Pitmaston Primary School.

Our curriculum is designed so that key, fundamental knowledge is often revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning.

Learning Strand: Communication and Language

<p align="center">Children in Nursery will:</p>	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Enjoy listening to longer stories and remember what happens Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books and be able to tell longer stories Begin to retell a familiar, simple story using a story map and actions 	<p>Phonics – Read Write Inc:</p> <ul style="list-style-type: none"> Daily access to phonics Set 1 single letter Sounds exposed to word time, reading ‘green’ words using single letter set 1 sounds exposure to modelling the blending of single set 1 sounds exposure to incidental blending through instructions e.g. ‘s-i-t’ on the carpet <p>Home Learning Provision: * “My Set 1 speed sounds book” is available for all pupils to support home learning.</p>
<p align="center">Children in Reception will:</p>	<ul style="list-style-type: none"> Retell a familiar, simple story with actions and words using a story map Explain understanding of story using full sentences Answer simple comprehension questions such as ‘what will happen next?’ Engage in story times Listen to and talk about stories to build familiarity and understanding Retell a story once they have developed a deep familiarity with the texts; some as exact repetition and some in their own words Listen carefully to rhymes and songs paying attention to how they sound Learn rhymes, poems and songs Engage in non-fiction texts Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Re-read what they have written to check that it makes sense</p>	<p>Phonics – Read Write Inc:</p> <ul style="list-style-type: none"> Daily access to phonics Build on Set 1 single letter sounds with Set 1 “special friends” sounds (ch/sh/th/ng/nk/qu) Continuous review of Set 1 sounds Re-cap Word time 1:1 to 1:4 and build on Word Time including 1:5 to 1:7 – using all set 1 sounds including special friends Learn Set 2 sounds (ay/ee/igh/ow/oo/ar/or/air/ir/ou/oy) Reading ‘green’ words using Set 2 sounds. Read pseudo words (nonsense words) containing set 1 & 2 sounds. Automaticity and Fluency focus to develop and build word recognition over time. <p>Home Learning provision dependent upon phonological awareness : * “My Set 1 speed sounds book” is available for all pupils to support home learning. * blending books for set 1 words * ditty paper sheets * red ditty matched phonics book bag books * green matched phonics book bag books * matched phonics book bag books</p>
<p>Early Learning Goal</p>	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; 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. 	

Year 1			
Decoding	<ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multi-syllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts • Re-read these books to build up fluency and confidence in word reading 	<p>Phonics – Read Write Inc:</p> <ul style="list-style-type: none"> • Daily access to phonics • Review of Set 1 including “special friends” sounds (ch/sh/th/ng/nk/qu) & Set 2 sounds • Build on Set 2 sounds (ay/ee/igh/ow/oo/ar/or/air/ir/ou/oy) • Reading ‘green’ words using Set 2 sounds. • Introduce Set 3 (alternative graphemes of Set 2 e.g. ay/a-e/ai) • Reading ‘green’ words using Set 3 sounds using ‘Fred Talk’ for segmenting and blending words. • Read pseudo words (nonsense words) containing set 1, 2 & 3 sounds. • Automaticity and Fluency focus to develop and build word recognition over time. <p>Home Learning dependent upon phonological awareness:</p> <ul style="list-style-type: none"> * “My Set 1 speed sounds book” is available for all pupils to support home learning. * blending books for set 1 words * ditty paper sheets * red ditty matched phonics book bag books * green, purple, pink, orange, yellow, blue and grey matched phonics book bag books 	
Word Meaning	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known 		
Inference	<ul style="list-style-type: none"> • discussing the significance of the title and events • making inferences on the basis of what is being said and done 		
Prediction	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • recognising and joining in with predictable phrases 		
Understanding and explanation	<ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • link what they read or hear to their own experiences 		
Discussing reading and summarise	<ul style="list-style-type: none"> • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 		
Poetry and Performance	<ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 		
Texts taught include:	Fiction	Non-fiction	Poetry
	A List to Show I Care by Margaret Bateson-Hill (lists and captions) The Lion and the Mouse by Lucy Strange (traditional tale) Lost and Found, by James Nicol (story with a familiar setting)	Friends Come First by Margaret Bateson-Hill (story in a familiar setting) Small, But Strong! by Lucy Strange (information text) Sofa-Cat! An Amazing True Story, by James Nicol (website article)	Living a Lie by Sue Hardy-Dawson (shape poem) The Power Within by Joshua Seigal (list poem) Have You Seen...? by Sue Hardy-Dawson (humorous poem)
Love of Reading	Enjoy listening to a range of texts for a sustained amount of time Independently select a book of choice that is matched to their phonetic ability with a more informed approach		
Pitmaston Reading Promise	Cops and Robbers – Allan Ahlberg	Dogger – Shirley Hughes	Georges Marvellous Medicine – Roald Dahl

Year 2			
Decoding	<ul style="list-style-type: none"> secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multi-syllable words containing these graphemes read common suffixes and prefixes read exception words, noting unusual correspondences read most words quickly & accurately without overt sounding and blending read aloud books matched to their phonics knowledge sound out unfamiliar words accurately		
Word Meaning	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases developing awareness of homophones 		
Inference	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions 		
Prediction	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far recognising simple recurring literary language in stories and poetry becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 		
Understanding and explanation	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading 		
Discussing reading and summarise	<ul style="list-style-type: none"> participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, 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 listening to, discussing and expressing 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 discuss the sequence of events in books and how information is related 		
Poetry and Performance	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear listen to, discuss and express views about a wide range of contemporary and classic poetry 		
Texts taught include:	Non-Fiction	Fiction	Poetry
	Janus – God of New Beginnings by Jo Franklin (information text) Talent in the House by Ross Montgomery (a magazine spread) Khalsa Aid: How Sikhs care for others by Lucy Strange (explanation text)	Corine’s First Day by Jo Franklin (story with a familiar setting) A Very Inventive Family by Ross Montgomery (contemporary story told in the third person) Diary of a Paramedic by Lucy Strange (story told in the first person)	New Baby by Joshua Seigal (poem with repeating phrases) Families, by Sue Hardy-Dawson (instruction poem) The Lady with the Lollipop by Sue Hardy-Dawson (people who help us)
Love of Reading	Develop pleasure in reading and a motivation to read		
Pitmaston Reading Promise	Fantastic Mr Fox – Roald Dahl	Flat Stanley – Jeff Brown	Cool – Michael Morpurgo

Year 3			
Decoding	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, 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 		
Word Meaning	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning 		
Inference	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • retrieve and record information from non-fiction 		
Prediction	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 		
Understanding and explanation	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • identifying main ideas drawn from more than one paragraph and summarising these • identifying themes and conventions in a wide range of books 		
Discussing reading and summarise	<ul style="list-style-type: none"> • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 		
Poetry and Performance	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry – free verse, narrative 		
Texts taught include:	Non -Fiction	Fiction	Poetry
	<ul style="list-style-type: none"> • Sophie Christiansen CBE - Born to Succeed? by Jo Franklin (biography) • Stephen Hawking by Ross Montgomery (information text) • The Privilege of Education by Lucy Strange (question and answer text) 	<ul style="list-style-type: none"> • Ride Like You Mean It! by Jo Franklin (story with a familiar setting) • Arthur – The Rightful King of England by Ross Montgomery (traditional tale) • The Diary of a Victorian Schoolchild by Lucy Strange (diary) 	<ul style="list-style-type: none"> • The King and the Spider by Joshua Seigal (narrative poem) • Supper Menu, by Sue Hardy-Dawson (humorous poem) • Report by Joshua Seigal (school report)
Love of Reading	Reading books that are structured in different ways and reading for a range of purposes Develop positive attitudes to reading and understanding of what they read Read with increased accuracy, independence and fluency with a developed understanding and enjoyment for stories, poetry, plays and non-fiction, learning to read silently.		
Pitmaston Reading Promise	James and the Giant Peach – Roald Dahl	The Sheep Pig – Dick King-Smith	The Iron Man – Ted Hughes

Year 4			
Decoding	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, 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 		
Word Meaning	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning 		
Inference	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from more complicated plots • retrieve and record information from non-fiction 		
Prediction	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 		
Understanding and explanation	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • identifying main ideas drawn from more than one paragraph and summarising these • identifying themes and conventions in a wide range of books 		
Discussing reading and summarise	<ul style="list-style-type: none"> • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 		
Poetry and Performance	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry – free verse, narrative 		
Texts taught include:	Non -Fiction	Fiction	Poetry
	<ul style="list-style-type: none"> • The National Memorial Arboretum by James Nicol (information leaflet) • Working Together by Dan Smith (report) • Andrew Carnegie by Margaret Bateson-Hill (biography) 	<ul style="list-style-type: none"> • The Letter by James Nicol (older fiction - a letter) • Tanvi's Garden by Dan Smith (contemporary fiction) • The Tale of Dick Whittington by Margaret Bateson-Hill (traditional tale) 	<ul style="list-style-type: none"> • Teeth by Sue Hardy-Dawson (poem about mementoes) • The Worst Team by Joshua Seigal (humorous poem) • The Ballad of Cinder-SootyNose by Sue Hardy-Dawson (narrative poem)
Love of Reading	Begin to and widen their preference of genre and author Continue to develop an appreciation of a diverse range of authors and styles outside of their own preference Develop their stamina further when reading for pleasure		
Pitmaston Reading Promise	Bill's New Frock - Anne Fine	Matilda – Roald Dahl	The Lightning Thief – Rick Riordan

Year 5			
Decoding	<ul style="list-style-type: none"> • 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 • read most words effortlessly and work out how to pronounce unfamiliar written words with increasing speed • When the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. 		
Word Meaning	<ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning 		
Inference	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 		
Prediction	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 		
Understanding and explanation	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 		
Discussing reading and summarise	<ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • identifying and discussing themes and conventions in and across a wide range of writing • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 		
Poetry and Performance	<ul style="list-style-type: none"> • learning 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 		
Texts taught include:	Non-Fiction	Fiction	Poetry
	<ul style="list-style-type: none"> • Equality, Freedom and Peace - the Life of Nelson Mandela by Dan Smith (biography) • The Legend of the Phoenix by James Nicol (information text) • United Nations Peacekeepers by Jo Franklin (question and answer article) 	<ul style="list-style-type: none"> • The Light of Hope by Dan Smith (a story set in a different culture) • How the Bully Became Good by James Nicol (contemporary story) • Peace by Jo Franklin (traditional tale) 	<ul style="list-style-type: none"> • Two Birds by Joshua Seigal (comparison poem) • Spring Cleaning Tips by Sue Hardy-Dawson (metaphor poem) • Peace is... by Joshua Seigal (imagery and description)
Love of Reading	<ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 		
Pitmaston Reading Promise	How to train your Dragon – Cressida Cowell	A Series of Unfortunate events – Lemony Snicket	There's a Boy in the Girls Bathroom – Louis Sachar

Year 6			
Decoding	<ul style="list-style-type: none"> 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 		
Word Meaning	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning 		
Inference	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence recognise themes in what is being read such as loss or heroism 		
Prediction	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 		
Understanding and explanation	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 		
Discussing reading and summarise	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader identifying and discussing themes and conventions in and across a wide range of writing distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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 		
Poetry and Performance	<ul style="list-style-type: none"> learning 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 have greater confidence, enjoyment, and a mastery of language which will be extended through public speaking, performance, and debate. 		
Texts taught include:	Fiction	Non-Fiction	Poetry
	<ul style="list-style-type: none"> Coventry Cathedral by Jo Franklin (information text) The Conservation Conundrum by Gabrielle Kent (magazine article) Metamorphosis by Dan Smith (information text) 	<ul style="list-style-type: none"> Better than a Box of Gold by Jon Mayhew (a story featuring forgiveness) How we Saved the Plazoom Oak by Gabrielle Kent (class blog) A New Beginning by Dan Smith (first person account) 	<ul style="list-style-type: none"> Together Again by Joshua Seigal (emotions poem) Letter from a Lemur by Joshua Seigal (point of view poem) Many Roads by Sue Hardy-Dawson (shape poem)
Love of Reading	<ul style="list-style-type: none"> have a developed enjoyment and understanding of language to enhance their reading and writing develop a genuine motivation to find out more information through reading such as reading information leaflets before a gallery or museum visit increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 		
Pitmaston Reading Promise	Wonder – R. J. Palacio	Holes – Louis Sachar	The Boy at the Back of the Class – Onjali Q. Rauf