



BRIXHAM 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:

The Reading Process

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

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

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.

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

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Phonics and Reading Fluency

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:						
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Speak clearly and confidently with appropriate volume and pace in a range of contexts To ask an adult relevant questions to check understanding. <ul style="list-style-type: none"> To independently try different pronunciations of a word in order to identify the correct version. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

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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:						
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To participate in discussion about books, poems and other works that are read to them (at a level beyond that 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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

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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:						
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known. Identify, recognise and replicate rhyme and alliteration 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Discuss vocabulary used to capture readers' interest and imagination. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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:						
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To begin to make simple inferences. To predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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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:						
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To recite simple poems by heart. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. 	<ul style="list-style-type: none"> 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:						
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To recognise that non-fiction books are often structured in different ways. To recall information from non-fiction texts that they have read 	<ul style="list-style-type: none"> To recognise the layout of information within a non-fiction text and how this differs from fiction. 	<ul style="list-style-type: none"> To independently retrieve and record information from non-fiction texts. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 	<ul style="list-style-type: none"> 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).

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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**

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)

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<p>Other fiction</p>	<p>The true story of the three pigs</p> <p>Jack and the Beanstalk</p> <p>Oliver’s garden</p> <p>Little red riding hood</p>		<p>The Invisible Dog</p> <p>The Fox Busters</p> <p>The 13 story treehouse</p>	<p>The Boy Who Grew Dragons</p> <p>The Wild Robot</p>	<p>The Boy at the Back of the Class</p> <p>Real-life Mysteries</p> <p>Secret Diary of Pig</p> <p>The Boy Who Made Everyone Laugh</p> <p>Atishoo</p>	<p>Wonder</p>	<p>The Day I Met a Whale – Michael Morpurgo</p> <p>The Island at the End of Everything – Kiran Millwood Hargrave</p> <p>The Giant’s Necklace – Michael Morpurgo</p> <p>The Explorer – Katherine Rundell</p>
<p>Picture Books</p>	<p>The great book of Families</p> <p>The colour monster</p> <p>Pink is for boys</p> <p>That’s what makes me, me</p> <p>Lost and Found</p> <p>I can, I will</p> <p>Wilfred, Gordon, Macdonald Partridge</p>	<p>Lubna and the Pebble</p> <p>Look up</p> <p>A handful of Buttons</p> <p>I am enough</p> <p>Dinosaurs don’t draw</p> <p>The Storm Whale</p> <p>The Pencil</p> <p>On Sudden Hill</p> <p>Grandma Bird</p> <p>The Building Boy</p>	<p>Sulwe</p> <p>The Ghanaian Goldilocks</p> <p>Anna Hibiscus</p> <p>Invisible</p> <p>The King who saved the dark</p> <p>Into the forest</p> <p>The Rainbow Bear</p> <p>Once Upon a time...online</p> <p>Voices in the park</p> <p>The three little wolves and the big bad pig</p>	<p>Except When They Don’t</p> <p>Leo and the Gorgon’s Curse</p> <p>After the Fall</p> <p>Arthur and the Golden Rope</p> <p>The Secret of Black Rock</p> <p>Marcy and the Riddle of the Sphinx</p> <p>Kai and the Monkey King</p> <p>It’s OK to be different</p>	<p>The Journey – Francesca Sanna</p> <p>My Name is not refugee</p> <p>The Barnabus Project</p> <p>Kid Christmas</p> <p>The Bear and the Piano</p> <p>The Lights on Cotton Rock</p> <p>The Sand Horse</p> <p>Piggy Book</p>	<p>The day war came</p> <p>Ice Bear</p> <p>Mr Peabody’s Apples</p> <p>How to live forever – Colin Thompson</p> <p>Animalium</p>	<p>The Island – Armin Greder</p> <p>The Arrival – Shaun Tan</p> <p>Moth: An evolution Story – Isabel Thomas</p>

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				Hermelin Toys in Space Traction Man		The Empty Stocking Gorilla Willy the Wimp		
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	

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Non-fiction	Geography	<p>Coming to England</p> <p>Birthdays around the world</p> <p>Martha maps it out</p>	<p>Follow that map</p> <p>Me on the map</p> <p>Molly and the Lighthouse</p>	<p>The Big Book of the UK: Facts, folklore and fascinations from around the United Kingdom</p>	<p>Great Rivers of the World</p> <p>Kids' Survival Guide – Lonely Planet</p> <p>Mountains (World Feature Focus)</p>	<p>Earthquakes – DK</p>	<p>Why water's worth it</p>	<p>Who will save us? climate book</p> <p>The Temeraire (Poetry)</p>
	Science	<p>If Sharks disappeared</p> <p>Animals. Animals</p> <p>Mr Seahorse</p> <p>Dear Earth</p> <p>Bug hotel</p> <p>Mad about minbeasts</p>	<p>The Tree</p> <p>21 Elephants</p> <p>The Most Magnificent thing</p> <p>Izzy Peck Architect</p>	<p>Usborne – step inside your body</p> <p>Ask Dr K Fisher about animals</p>	<p>Everything: Rocks and Minerals – National Geographic</p> <p>The Bee Book</p> <p>All About Plants</p> <p>The Night Flower</p> <p>The Street Beneath My Feet</p> <p>Interview with a Shark and other Ocean Giants</p>	<p>How the Body Works</p> <p>Light and Sound – non fiction</p> <p>Out Smelly Sprout</p>	<p>The Mysteries of the Universe</p> <p>A day in the life of an astronaut</p> <p>Survival in Space</p> <p>Solids, Liquids Gases - Ruth Owen</p> <p>Lots: the diversity of life on earth</p>	<p>The Incredible Journey through the human body</p> <p>Brain Power – Dr Ranj</p> <p>What Mr Darwin Saw! – Mick Manning</p> <p>Non-fiction text – healthy lifestyle</p>
	History	<p>When I was a child</p> <p>The Toy museum</p>	<p>Little Elizabeth</p> <p>The Queen's Jubilee</p> <p>Flotsam</p>	<p>Queen Elizabeth-Little People's books</p> <p>The Little Giant: Isambard Kingdom Brunel</p> <p>The Great Fire of London</p>	<p>A Day In The Life of a Caveman</p> <p>The Stone Age (Usborne)</p> <p>The Romans: Gods, Emperors and Dormice</p>	<p>Alfred the Great</p> <p>Historical texts – British archives</p>	<p>Horrible Histories Aztecs</p> <p>DK find out: Maya, Incas and Aztecs</p> <p>Myths, Monsters and</p>	<p>Erika's Story</p> <p>Nelson</p> <p>HMS Beagle</p> <p>The Christmas Truce – The place</p>

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			Little leaders	Rotten Romans		<p>Mayhem in Ancient Greece</p> <p>Meet the Greeks</p>	<p>where peace was found</p> <p>War Game – Michael Foreman</p> <p>The Little Ships – Louise Borden</p>
Other					Camile and the Sunflower	<p>Frida Kahlo: A Kid's Book About Expressing Yourself Through Art (Mini Movers and Shakers)</p> <p>Bob the Artist</p> <p>Great Paintings: The World's Masterpieces Explored and Explained</p>	

authors

recently published (last 3 years) culturally diverse renowned author

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<ul style="list-style-type: none"> • Julia Donaldson • Oliver Jeffers • Eric Carle 	<ul style="list-style-type: none"> • Benji Davies • Nathon Byron • Edward Lear 	<ul style="list-style-type: none"> • Mini Grey • Vashti Harrison • Dick King-Smith 	<ul style="list-style-type: none"> • Joe Todd Stanton • Valorie Bloom • Roald Dahl 	<ul style="list-style-type: none"> • Anthony Browne • Onjali Q. Rauf • Michael Rosen 	<ul style="list-style-type: none"> • Lauren St. John • R.J. Palacio • Lewis Carroll 	<ul style="list-style-type: none"> • Shaun Tan • Kiran Millwood Hargrave • Michael Morpurgo
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