



St. Catherine's
RC Primary School

Subject Progression: Reading

Be who God wants you to be and so set the world on fire

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Overview of Learning Topics

Subject	Autumn		Spring		Summer	
EYFS- Cycle 1	<u>Fairy Tales</u> The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs	<u>People Who Help Us</u> Emergency Real Superheroes	<u>Cold Places</u> Penguin Lost and Found Polar Animals	<u>Space</u> Aliens Love Underpants Whatever Next! How to Catch a Star Man on the Moon	<u>Animals</u> What the Ladybird Heard Farmer Duck How to Lose a Lemur	<u>Holidays & The Sea</u> The Rainbow Fish A Hole in the Bottom of the Sea Ten Little Pirates Captain Yellowbelly
EYFS- Cycle 2	<u>All About Me</u> It's Okay to be Different My Friends and Me 10 Little Fingers and 10 Little Toes	<u>Superheroes</u> Supertato Elliot Midnight Superhero Superworm	<u>Dinosaurs</u> How to Grow a Dinosaur Bumpus Jumpus Dinosaurumpus Let's Talk About Dinosaurs	<u>Food & Growth</u> Jack & the Beanstalk Oliver's Vegetables	<u>Minibeasts</u> Mad About Minibeasts The Very Hungry Caterpillar Christopher Nibble	<u>Journeys & Transport</u> Blown Away The Naughty Bus The Magic Train Ride The Journey Home from Grandpa's
Additional texts will be used for Guided/ Focus Reading						
Year 1 (Focus texts from Pathways to Write)	Lost and Found by Oliver Jeffers	Nibbles by Emma Yarlett	Lion Inside by Rachel Bright	The Curious Case of the Missing Mammoth by Ellie Hattie	Toys in Space by Mini Grey	Goldilocks and Just the One Bear by Leigh Hodgkinson
Additional texts will be used for Guided Reading.						
Year 2	Look up by Nathan Bryon Troll Swap by Leigh Hodgkinson	The owl who was afraid of the dark by Jill Tomlinson	The Dragonsitter by Josh Lacey, Real Dragons! by Jennifer Szymanski (National Geographic Kids series)	Owen and the Soldier by Lisa Thompson The Steadfast Tin Soldier (free online version)	Fantastic Mr Fox by Roald Dahl	Grimm's Fairy tales (Usborne Books)
Year 3	The Sea Book by Charlotte Milner Genre	Ice Palace by Robert Swindells	The Iron Man by Ted Hughes, The Iron Giant	The Morning I Met a Whale by Michael Morpurgo, Why would anyone hurt a whale? by The Literacy Company Genre -	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney)	Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company
Year 4	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister	The Train to Impossible Places by P.G. Bell	DKfindout! Volcanoes by Maria Gill	Ariki and the Island of Wonders by Nicola Davies	Fantastically Great Women who Saved the Planet by Kate Pankhurst Plastic Pollution by The	A Myth-Hunter's Travel Guide by The Literacy Company

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Reading: Word Reading

Phonics and Decoding

Birth to Three	Literacy		Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
Three & Four-Year- Olds	Literacy		Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhyme count or clap syllables in words recognise words with the same initial sound, such as money and mother
Children in Reception	Literacy		Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
Early Learning Goals	Literacy	Word Reading	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.

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Common Exception Words

Children in Reception	Literacy		Read a few common exception words matched to the school's phonic programme.
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Fluency			
Birth to Three	Literacy	Repeat words and phrases from familiar stories. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	
Three & Four-Year- Olds	Literacy	Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of 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 words • recognise words with the same initial sound, such as money and mother 	
Children in Reception	Literacy	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.	
Early Learning Goals	Literacy	Reading	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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Reading: Comprehension

Understanding and Correcting Inaccuracies

Birth to Three	Communication and Language	Make themselves understood, and can become frustrated when they cannot. Start to develop conversation, often jumping from topic to topic.	
	Literacy	Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas.	
Three & Four- Year- Olds	Communication and Language	Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	
	Literacy	Engage in extended conversations about stories, learning new vocabulary.	
Children in Reception	Communication and Language	Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
Early Learning Goals	Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

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Comparing, Contrasting and Commenting

Birth to Three	Communication and Language		Make themselves understood, and can become frustrated when they cannot.
	Literacy		Ask questions about the book. Makes comments and shares their own ideas.
Three & Four-Year- Olds	Communication and Language		Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
Children in Reception	Understanding the World		Compare and contrast characters from stories, including figures from the past.
Early Learning Goals	Communication and Language	Listening, Attention and Understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
		Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

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Inference and Prediction

Three & Four-Year- Olds	Communication and Language		Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
Early Learning Goals	Communication and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	Anticipate (where appropriate) key events in stories.

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Words in Context and Authorial Choice

Birth to Three	Communication and Language		Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.
	Literacy		Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas.
Three & Four- Year- Olds	Communication and Language		Use a wider range of vocabulary.
	Literacy		Engage in extended conversations about stories, learning new vocabulary.
Children in Reception	Communication and Language		Learn new vocabulary. Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Early Learning Goals	Communication and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	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.

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Poetry and Performance

Birth to Three	Communication and Language		Enjoy singing, music and toys that make sounds.
	Literacy		Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example, singing whilst playing.
	Expressive Arts and Design		Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds.
Three & Four-Year- Olds	Communication and Language		Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Expressive Arts and Design		Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know.
Children in Reception	Communication and Language		Engage in story times. Retell the story, 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.
	Expressive Arts and Design		Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.
Early Learning Goals	Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

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Non-Fiction

Children in Reception	Communication and Language		Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Early Learning Goals	Communication and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

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Subject	Year 1	Year 2
Meaning of Words	<ul style="list-style-type: none"> • Draw on vocabulary provided by the teacher to understand books • Discuss word meanings, linking new meanings to those already known • Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases • Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum • With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house 	<ul style="list-style-type: none"> • Discuss and clarify the meanings of words linking new meanings to known vocabulary • Draw on vocabulary provided by the teacher to understand books • Identify and discuss favourite words and phrases • Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly
Retrieval	<ul style="list-style-type: none"> • Draw on what they already know or on background information from the teacher to understand books • Identify the main character in a story or the subject of a non-fiction text • Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales • Identify main events or key points in texts • Answer literal retrieval questions about the text 	<ul style="list-style-type: none"> • Draw on what they already know or on background information from the teacher to understand books • Ask questions and find the answers to simple questions in the text • Answer literal retrieval questions about the text • Use a range of question prompts to generate relevant questions about the text • Recall simple points from familiar texts • Identify main events or key points in texts
Sequencing and Summarising	<ul style="list-style-type: none"> • Sequence a simple story or event and use this to re-enact and retell Identify main events or key points in texts 	<ul style="list-style-type: none"> • Identify main events or key points in texts Sequence a range of stories or events and use this to re-enact and retell
Inference	<ul style="list-style-type: none"> • Give some reasons why things happen or characters change • Begin to express a view and use evidence in the text to explain reasons <p>Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)</p>	<ul style="list-style-type: none"> • Talk about and infer what characters might be thinking or feeling using clues in the text • Discuss the reasons for events in a story; use evidence to make some reasoned conclusions <p>Discuss why certain words or phrases make a story funny, scary, exciting</p>
Prediction	<ul style="list-style-type: none"> • Make predictions on the basis of what has been read so far • Discuss the blurb and title of a book • Predict events and endings and how characters will behave • Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development 	<ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read so far • Predict the events of a story based on the setting described in the opening <p>Predict how characters might behave from what they say and do and from their appearance</p>

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Subject	Year 1	Year 2
Structure and Organisation	<ul style="list-style-type: none"> • Distinguish between fiction and non-fiction texts • Understand the way that information texts are organised and use this when reading simple texts <p>Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line</p>	<ul style="list-style-type: none"> • Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions) • Discuss titles of book and poems • Pick out features used to organise books • Compare the layout of different texts /books and discuss why they are set out in different ways • Read the title, contents page and illustrations and predict what a book is about • Pick out features that will help to locate information and explain them • Pick out and discuss how punctuation helps to organise text • Recognise and use the alphabet to help to locate information in some books <p>Recognise the openings and closings of different stories</p>
Language Choice	<ul style="list-style-type: none"> • Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases • Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum 	<ul style="list-style-type: none"> • Identify where language is used to create mood or build tension • Comment on the choice of author's words to make a text funny, scary, exciting • Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)

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Subject	Year 3	Year 4
Meaning of Words	<ul style="list-style-type: none"> • Discuss understanding and identify the meaning of words in context • Use dictionaries to check the meanings of words they have read • Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> • Discuss understanding and identify the meaning of words in context • Use dictionaries to check the meanings of words they have read • Discuss words and phrases that capture the reader's interest and imagination
Retrieval	<ul style="list-style-type: none"> • Ask questions and find answers to simple questions in a text • Retrieve and record information from non-fiction • Answer literal retrieval questions and locate the information in the text • Locate information using skimming • Use a contents page and an index page to locate information 	<ul style="list-style-type: none"> • Ask questions and find answers to simple questions in a text • Retrieve and record information from non-fiction • Extract information from the text • Locate information using skimming and scanning • Decide on a question that needs answering and locate the answer in a non-fiction book • Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)
Sequencing and Summarising	<ul style="list-style-type: none"> • Identify main ideas within a text or within a paragraph and summarise these 	<ul style="list-style-type: none"> • Identify main ideas within a text or within a paragraph and summarise these
Inference	<ul style="list-style-type: none"> • Discuss the actions and relationships of the main characters and justify views using evidence from the text • Discuss the relationship between characters based on dialogue • Use clues from action, dialogue and description to establish meaning <p>Identify themes and conventions in a range of books</p>	<ul style="list-style-type: none"> • Empathise with different characters' points of view (implicit and explicit) • Identify the use of descriptive and expressive language to build a fuller picture of a character • Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings • Discuss the relationship between what characters say and do - do they always reveal what they are thinking? • Discuss, moods, feelings and attitudes using inference and deduction <p>Identify themes and conventions in a wide range of books</p>
Prediction	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Make predictions about characters' actions and look for evidence of change as a result of events <p>Identify settings and predict events that are likely to happen</p>	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place <p>Make predictions about how characters might behave in such a setting</p>

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Subject	Year 3	Year 4
Structure and Organisation	<ul style="list-style-type: none">• Identify the features of some non-fiction text types• Identify and discuss the use of contents and index pages to locate information in non-fiction texts• Begin to understand the purpose of the paragraph and how they help to group information• Discuss why the author has chosen a range of vocabulary to describe a character or a setting	<ul style="list-style-type: none">• Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts• Identify and discuss the use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)• Understand how paragraphs can organise ideas around a theme and can build up ideas across a text• Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes
Language Choice	<ul style="list-style-type: none">• Discuss the effect of key words or phrases used to build mood or tension• Comment on the overall effect of the text• In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration	<ul style="list-style-type: none">• Comment upon the use and effect of author's language• Identify and describe the styles of individual writers and poets• Identify and comment on expressive and descriptive language to create effect in poetry and prose• Comment on the overall effect of the text

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Subject	Year 5	Year 6
Meaning of Words	<ul style="list-style-type: none"> • Discuss understanding and identify the meaning of words in context 	<ul style="list-style-type: none"> • Discuss understanding and identify the meaning of words in context
Retrieval	<ul style="list-style-type: none"> • In non-fiction, retrieve, record and present information • Ask questions and find the answers to questions in a text • Extract increasingly complex information from the text • Plan what information needs to be found with guidance • Make simple notes • Apply information retrieval skills across the curriculum 	<ul style="list-style-type: none"> • In non-fiction, retrieve, record and present information • Ask questions and find the answers to questions in a text • Extract complex information from the text • Use quotations to illustrate ideas • Plan and decide independently what information needs to be searched for • Make appropriate notes from research using a variety of sources • Apply information retrieval skills across the curriculum
Sequencing and Summarising	<p>Use the skills of skimming and scanning to identify key ideas</p>	<p>Use the skills of skimming, scanning, text-marking and note taking to identify key ideas</p>
Inference	<ul style="list-style-type: none"> • Identify evidence of characters changing in a story and discuss possible reasons • Discuss what a character's actions say about their character • Recognise that characters may have different perspectives on events in stories • Distinguish between statements of fact and opinion • Identify and discuss themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence • Identify characteristics of stock characters in a variety of genres • Identify evidence of characters that challenge stereotypes and surprise the reader • Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour • Make inferences about the perspective of the author from what is written and implied • Distinguish between statements of fact and opinion • Identify and discuss themes and conventions in and across a wide range of writing
Prediction	<ul style="list-style-type: none"> • Make predictions based on details stated and implied • Make predictions for how a character might change during a story and 	<ul style="list-style-type: none"> • Make predictions based on details stated and implied • Predict using more complex narratives e.g. narratives with flashback

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Subject	Year 5	Year 6
Structure and Organisation	<ul style="list-style-type: none"> • Identify and discuss the structural devices the author has used to organise the text. • Identify vocabulary chosen to convey different messages, moods, feelings and attitudes • Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect • Describe and compare the styles of individual writers and poets, providing evidence • Comment and compare the language choices the author has made to convey information over a range of non-fiction texts. 	<ul style="list-style-type: none"> • Comment on the structural choices the author has made when organising the text • Explain how the structural choices support the writer's theme and purpose • Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes • Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations • Compare, contrast and explore the styles of writers and poets, providing evidence and explanations • Identify and discuss irony and its effect <p>Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.</p>
Language Choice	<ul style="list-style-type: none"> • Identify the writer's main purpose through a general overview • Identify common elements of an author's style and discuss how the style of one author differs from another • Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint • Comment on the use of similes and expressive language to create images, sound effects and atmosphere • Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terms • Justify preferences for an author, poet or a type of text 	<ul style="list-style-type: none"> • Identify how style is influenced by the intended audience • Identify common elements of an author's style and make comparisons between books • Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning • Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes • Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling <p>Declare and justify personal preferences for writers and types of text</p>
Making Comparisons	<ul style="list-style-type: none"> • Identify and explain the key features of a range of appropriate texts • Identify and explain characters and their profiles across a range of texts • Identify and discuss themes within and across texts (social, cultural and historical) 	<ul style="list-style-type: none"> • Compare and contrast the key features of a range of appropriate texts • Compare and contrast characters across a range of appropriate texts <p>Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)</p>