Thurnham Whole School Reading Progression 2021 - 22
Progression in _Reading_ through our Empowering Curriculum
An online reading resource is available to share with parents for Learning at Home
Areas highlighted in Green were not covered in the academic year 2020- 2021

Year R	Year 1	Year 2
This year we have made some significant changes to the teaching of reading. Reading books have been purchased, and these will carefully link to the Phonics the children have been learning. The children will be keeping their reading books for longer, which will allow the children to not just become more confident with the text, but there will be a much greater focus on comprehension and vocabulary in the books. We are also focussing on the texts we use with the children, for example, to allow for progression in vocabulary. As mentioned in Communication and Language, we are working on children's speaking and vocabulary too.	In Term 1, the children were not yet ready for Group reading, so lots of 1 to 1 reading of both words and books. Reading ability is lower then normal at the start of Year 1. Children are being assessed on word reading of HF words CEW words etc. I Can Read has been set up for a number of children as a support intervention. Trugs games will be used from Term 2 and children will start Group Reading	In Term 1, all children will be reassessed informally to ensure they are reading the correct books. Guided Reading will focus on basic skills before moving on to comprehension etc. Story Time will be a daily event. Year 1 have not covered poetry as much as normal so this will be a focus of Year 2 recovery. We will also cover traditional tales and fairy tales as part of story time, for recovery.

| Decoding |||

Year R	Year 1	Year 2
Read and understand simple sentences Use phonics knowledge to decode Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er • Learn the letter names using an alphabet song,	• 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 multisyllable words containing taught GPCs • read contractions and understanding use of	secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending

although they will continue to use the sounds when decoding words. • Tricky words During Phase 3, the following tricky words (which can't yet be decoded) are introduced: He she we me be was you they all are my her	apostrophe • read aloud phonically-decodable texts	
	Range of Reading	
	listening to and discussing a <mark>wide range of poems,</mark> stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences	• 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
	Familiarity with texts	
	• becoming very familiar with key stories, <mark>fairy stories and traditional tales</mark>, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry
	Poetry and Performance	
	learning to appreciate <mark>rhymes and poems</mark>, and to recite some by heart	• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

	Word Meaning	
	• discussing word meanings, linking new meanings to those already known	
	Understanding	
Demonstrate understanding when talking with others about what they have read.	• 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 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
	Inference	
	• discussing the significance of the title and events • making inferences on the basis of what is being said and done	• making inferences on the basis of what is being said and done • answering and asking questions
	Prediction	
	• predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far
	Author Intent	
	• discuss words and phrases that capture the reader's interest and imagination • identify how language, structure, and presentation contribute to meaning	
	Non Fiction	

	• be introduced to non-fiction books that are structured in different ways
	Discussing Reading
	• 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	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