

## Thurnham Whole School Reading Progression 2022-23

Progression in Reading through our Empowering Curriculum using our superpowers of Resilience, Brain Power and Independence.

Pupils begin their Reading journey using fully decodable books linked to the Little Wandle Phonics scheme that we use. When pupils have completed the Phonics phases they read book band books this is irrespective of their Year group.

Year R	Year 1	Year 2
Decoding		
<p><b>See Little Wandle progression document for Reception</b></p> <p>Use phonics knowledge to decode hear and say the initial sound in words; segment sounds in simple words and blend them together; know which letters represent some of the sounds; link sounds to letters, naming and sounding the letters of the alphabet; begin to read words and simple sentences read their name read labels in the environment recognise and read some common exception words</p>	<p><b>See Little Wandle progression document for Year 1</b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge to decode words</li> <li>• speedily read all 40+ letters/groups for 40+ phonemes</li> <li>• read accurately by blending taught GPC</li> <li>• read common exception words</li> <li>• read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>• read multisyllable words containing taught GPCs</li> <li>• read contractions and understanding use of apostrophe</li> </ul>	<p>secure phonic decoding until reading is fluent</p> <ul style="list-style-type: none"> <li>• read accurately by blending, including alternative sounds for graphemes</li> <li>• read multisyllable words containing these graphemes</li> <li>• read common suffixes</li> <li>• read exception words, noting unusual correspondences</li> <li>• read most words quickly &amp; accurately without overt sounding and blending</li> </ul>

	<ul style="list-style-type: none"> <li>• read aloud phonically-decodable texts</li> </ul>	
Range of Reading		
	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
Familiarity with texts		
	<ul style="list-style-type: none"> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• recognising simple recurring literary language in stories and poetry</li> </ul>
Poetry and Performance		
	<ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>
Word Meaning		
	<ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> </ul>	
Understanding		

<p>Demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>
Inference		
	<ul style="list-style-type: none"> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> </ul>
Prediction		
	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>	<p>predicting what might happen on the basis of what has been read so far</p>
Author Intent		
	<ul style="list-style-type: none"> <li>• discuss words and phrases that capture the reader's interest and imagination</li> <li>• identify how language, structure, and presentation contribute to meaning</li> </ul>	
Non Fiction		
	<ul style="list-style-type: none"> <li>• be introduced to non-fiction books that are structured in different ways</li> </ul>	

Discussing Reading		
	<ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>	<p>participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>

