



South Gosforth First School
English - Reading - Whole School Progression & Assessment



In line with the National Curriculum, the South Gosforth English Curriculum aims to ensure that all pupils:

Develop high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

<u>Whole School Progression - Word Reading</u>					
<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Identify the initial sounds in words. Distinguish different sounds. Articulate sounds correctly. Orally blend.	Read individual letters by saying the sounds for them. Blend sounds into words, on order to read short words made up of known letter-sound correspondences. Read some letter groups that represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Apply phonic knowledge and skills as the route to decode words. Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Recognise alternative sounds for graphemes. Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1). Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include:	Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1). Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new



	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read many common exception words from (English appendix 1). Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending. Read other words of more than one syllable that contain taught GPCs. Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing common suffixes. Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding. Read accurately words of two or more syllables that contain graphemes taught so far. Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.	dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1).	words he/she meets, to include: re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).
--	--	--	--	---	--



		pictures or the context of the sentence, to work out words. Re-read phonically decodable books to build up fluency and confidence in word reading.			
--	--	--	--	--	--

Whole School Progression - Reading Comprehension					
<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Show enjoyment for stories. Talk about events and characters in a book. Hold a book, turn the pages and indicate an understanding of pictures and print. Make suggestions about what might happen next in a story. Suggest how a story might end. Join in with rhymes and stories.	Enjoy an increasing range of books. Talk about events and characters in a story read to them. Join in with familiar stories and rhymes. Demonstrate an understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary. Demonstrate understanding when talking about what they have read.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. Be encouraged to talk about events in what is read or heard read and link them to his/her own experiences. Join in with predictable phrases. Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently. Discuss the sequence of events in books and how items of information are related. Recognise simple recurring literary language in stories and poetry. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.	Listen to and discuss a wide range of fiction, poetry, plays and non-fiction. Read books that are structured in different ways. Identify themes in books. Increase his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Read aloud poems and perform play scripts. Discuss words that capture the reader's interest and imagination.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read for a range of purposes. Identify themes and conventions in a wide range of books. Read a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Recognise some different forms of poetry e.g. free verse, narrative poetry.



	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Learn to appreciate rhymes and poems, and to recite some by heart. Discuss word meanings, linking new meanings to those already known. Discuss the significance of the title and events. Draw on what is already known or on background information and vocabulary provided by the teacher. Check that the text makes sense as he/she reads and correct inaccurate reading. Predict what might happen on the basis of what has been read so far. Make inferences on the basis of what is being said and done. Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group).	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss his/her favourite words and phrases. Draw on what he/she already knows or on background information and vocabulary provided by the teacher. Check that the text makes sense to him/her as he/she reads and correct inaccurate reading. Make plausible predictions about what might happen on the basis of what has been read so far. Answer questions and make inferences on the	Identify how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech. Identify main ideas drawn from within one paragraph and summarise these. Check that the text makes sense to him/her, discuss his/her understanding of words. Predict what might happen from details stated. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking	Use dictionaries to check the meaning of words that he/she has read. Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. Identify main ideas drawn from more than one paragraph and summarise these. Check that the text makes sense to him/her, discuss his/her understanding and explain the meaning of words in context. Predict what might happen from details stated and implied. Draw inferences such as inferring characters'
--	---	---	---	---	---



		Participate in discussion about what is read to him/her, taking turns and listening to what others say. Explain clearly his/her understanding of what is read to him/her. Answer questions in discussion with the teacher and make simple inferences.	basis of what is being said and done. Make inferences on the basis of what is said and done in a book he/she is reading independently. Explain what has happened so far in what he/she has read. Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself. Understand both the books he/she can already read accurately and fluently and those he/she listens to by answering and asking questions and making links.	turns and listening to what others say. Retrieve and record information from non-fiction. Understand what he/she reads independently by asking questions to improve his/her understanding of a text.	feelings, thoughts and motives from their actions, and justify inferences with evidence clearly taken from the text.
--	--	--	--	---	---



Assessment Tasks			
	Autumn	Spring	Summer
Nursery	Teacher Assessment	Teacher Assessment	Teacher Assessment
Reception	Little Wandle Assessment Autumn 1 and Autumn 2	Little Wandle Assessment Spring 1 and Spring 2	Little Wandle Assessment Summer 1 and Summer 2
Year 1	Little Wandle Assessment Autumn 1 and Autumn 2	Little Wandle Assessment Spring 1 and Spring 2	Little Wandle Assessment Summer 1 and Summer 2 NFER Reading Assessment Test
Year 2	Little Wandle Spelling Assessment Autumn 1 and Autumn 2 NFER Reading Assessment Test	Little Wandle Assessment Spring 1 and Spring 2 NFER Reading Assessment Test	Little Wandle Assessment Summer 1 and Summer 2 NFER Reading Assessment Test
Year 3	NFER Reading Assessment Test	NFER Reading Assessment Test	NFER Reading Assessment Test
Year 4	NFER Reading Assessment Test	NFER Reading Assessment Test	NFER Reading Assessment Test