

English

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims 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.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Cranbrook Primary School- Progression in Reading

Reading at Cranbrook Primary: Our Intent

Today a reader, tomorrow a leader – Margaret Fuller

At Cranbrook, we want our children to build a **life-long love for reading** by exploring their curiosity through **memorable learning experiences**. Reading at Cranbrook **widens pupils' horizons**, stimulates their imagination and develops their understanding of the world. We begin the process of learning to read in the Early Years Foundation Stage, where we believe that the systematic teaching of phonics is the fastest and most effective way of enabling young children to start reading. We aim to expose our children to an ever widening range of culturally diverse, classic and modern texts to develop **critical thinking skills and resilience** in learning. Research shows that reading ability is one of the most important indicators of success in later life. We enable our children to become **confident and articulate communicators** by enriching their vocabulary using a range of high quality texts. We equip our children with the phonic skills to decode words and by the end of Key Stage 2 (KS2), our pupils leave our school as independent readers with a passion for reading, well prepared to tackle the next stage of their educational journey. We aspire for our children to appreciate the power of reading and we have a strong focus on this within our school.

Area of Study	R	1	2	3	4	5	6
Reading Fluency	<p>Develop their phonological awareness, so that they can:</p> <p>Spot and suggest rhymes</p> <p>Count or clap syllables in a word</p> <p>Recognise words with the same initial sound, such as money and mother</p>	<p>Pupils should be taught to:</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including</p>	<p>Pupils should be taught to:</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the</p>	<p>Pupils should be taught to:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand</p>	<p>Pupils should be taught to:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand</p>	<p>Pupils should be taught to:</p> <p>Begin to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Pupils should be taught to:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>

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	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary,</p>	<p>alternative sounds for graphemes.</p> <p>Blend sounds in unfamiliar words containing taught GPCs.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe</p>	<p>sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when</p>	<p>the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>To recite some poems (or songs) by heart, in groups and sometimes alone.</p> <p>To read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p> <p>To read new words outside their spoken vocabulary, making a good</p>	<p>the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>To read words speedily by recognising familiar words and working out the pronunciation of unfamiliar printed words.</p> <p>To sight-read the exception words in the Y3 and 4 list.</p> <p>To notice where commas create phrasing within sentences</p> <p>To read with expression, using the punctuation</p>		
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	<p>a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge</p> <p>Re-read books to develop fluency and confidence in word reading.</p>	<p>they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>guess at pronunciation.</p> <p>To read on sight all Y2 common exception words and some exception words for Y3-4.</p> <p>To begin to read silently</p>	<p>to support meaning, including multi-clause sentences.</p> <p>To recite whole poems with growing awareness of the listener.</p>		
Area of Study	R	1	2	3	4	5	6
Reading comprehension	<p>Understand the five key concepts about print:</p> <p>Print has meaning</p> <p>Print can have different purposes</p> <p>We read English text from left to right and from top to bottom</p>	<p>Pupils should develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at</p>	<p>Pupils should develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and</p>	<p>Pupils should develop positive attitudes to reading and understanding of what they read by:</p> <p>Listening to and discussing a range of fiction, poetry, plays, non-fiction and</p>	<p>Pupils should develop positive attitudes to reading and understanding of what they read by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and</p>	<p>Pupils should maintain positive attitudes to reading and understanding of what they read by:</p> <p>Continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference</p>	<p>Pupils should maintain positive attitudes to reading and understanding of what they read by:</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry,</p>

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<p>The names of the different parts of a book</p> <p>Page sequencing</p> <p>Pupils should learn to:</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>which they can read independently</p> <p>Being encouraged to link what they read or hear read to their own experiences</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Discussing word meanings, linking new meanings to those already known</p>	<p>classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p>reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Beginning to use dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Beginning to identify themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to</p>	<p>reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing</p>	<p>books or textbooks</p> <p>Reading some books that are structured in different ways and reading for different purposes</p> <p>Increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers.</p> <p>Identifying and discussing some themes and conventions</p> <p>Making comparisons within books</p>	<p>plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes</p>
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		<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discussing the significance of the title and events</p> <p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Drawing on what they already know or on background information and</p>	<p>perform, showing some understanding through intonation, tone, volume and action</p> <p>Identifying and starting to discuss words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Understand what they read, in books they can read independently, by:</p> <p>Checking that the text makes sense to them, discussing their understanding and</p>	<p>understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Understand what they read, in books they can read independently, by:</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of most words in context</p>	<p>Learning poetry by heart</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume</p> <p>Understand what they read by:</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and</p>	<p>and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Understand what they read by:</p> <p>Checking that the book makes sense to them, discussing their understanding</p>
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		<p>has been read so far</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>explaining the meaning of some words in context</p> <p>Asking simple questions to improve their understanding of a text</p> <p>Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Making simple predictions from details stated and implied</p> <p>Identifying main ideas drawn from a paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>	<p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>	<p>justifying some inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, considering the impact on the reader</p> <p>Distinguish between</p>	<p>and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p>
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			<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Retrieve, record and paraphrase information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening and responding to what others say.</p>	<p>statements of fact and opinion</p> <p>Retrieve, record, paraphrase and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>	<p>presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record, paraphrase and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' views.</p>
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							<p>ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>
Key Vocabulary							
Areas	R	Y1	Y2	Y3	Y4	Y5	Y6
Reading Fluency	Phonics, phoneme, grapheme, digraph, trigraph, blend, segment, syllable, alphabet, rhyme, alliteration,	Sounding, blending, decode, common exception words, endings, syllables, contractions, apostrophe, verbs, letter,	Possession, apostrophe, syllables, silent letters, suffix, compound	Root words, prefix, suffix, pronunciation, decode	Root words, prefixes, suffixes, syllables, pronunciation	Root words, prefixes, suffixes, syllables, pronunciation, etymology	Root words, prefixes, suffixes, syllables, pronunciation, etymology

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	initial, real, nonsense, consonant, vowel, CVC, letter, word, 'tricky' word, sentence, text, punctuation, capital letter, full stop, question mark, exclamation mark	sentence, word, punctuation, capital letter, full stop, singular, plural, question mark, exclamation mark, suffix					
Reading Comprehension	Title, front cover, illustrations, blurb, beginning, middle, end, setting, characters, main characters, plot, event, predict/guess, describe, pattern, repeated refrain	Traditional tales, recite, checking, editing, title, events, inference, predict, fiction, non-fiction, characters, sequence, build up, adjectives, expanded nouns, nouns, compound words	Noun phrase, statement, adverb, adjective, verb, question, command, viewpoint, opinion, reasons, predictions, inference	Dictionary, meaning, structure, themes, conventions, perform, intonation, tone, volume, action	Themes, self-correcting, context, summarise, infer, deduce, conventions, volume, tone, intonation, action	Themes, self-correcting, context, summarise, infer, deduce, conventions, volume, tone, intonation, action, authorial intent	Themes, self-correcting, context, summarise, infer, deduce, conventions, volume, tone, intonation, action, authorial intent