

William Fletcher Reading Progression

Vision

William Fletcher teaches reading through different strategies to ensure children can meet the National Curriculum objectives and expectations. Within EYFS, KS1, and KS2 where applicable, children will be taught phonics through the Essential Letters and Sounds Department for Education validated phonics programme. By teaching children phonics, this will enable them to decode words through segmenting them into specific taught sounds and blending them together to say the word. Overtime, by learning these sounds, the children will build up their fluency in reading. The children at William Fletcher also learn reading comprehension skills. These skills are taught through one-to-one reading, guided reading, whole class reading and through explicit Literacy lessons focussing on an aspect of comprehension using VIPERS.

Foundation Stage

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Statutory Framework for the Foundation Stage

The Early Learning Goal (ELG) for Reading -

Children at the expected level of development will:

- 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.

Key Stage 1 – Year 1

The children will learn...

Taken from the National Curriculum

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During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Key Stage 1 – Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Key Stage 2 – Year 3 and Year 4

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

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Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Key Stage 2 – Year 5 and Year 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

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	EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
Decoding and Word Recognition	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 apostrophe read aloud phonically-decodable texts checking that the text makes sense to them as they read and correcting inaccurate reading re-read books to build up fluency and confidence 	<ul style="list-style-type: none"> 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 read aloud books closely matched to their phonics, sounding out accurately and automatically re-read books to build up fluency and confidence checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> 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 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

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	EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6	
Comprehension (VIPERS)	Vocabulary	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> recognising and joining in with predictable phrase discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion
	Inference		<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	Prediction	<ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied
	Explanation		<ul style="list-style-type: none"> discussing the significance of the title and events explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 		<ul style="list-style-type: none"> explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views
	Retrieval			<ul style="list-style-type: none"> answering and asking questions 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> retrieve, record and present information from nonfiction

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Summarise & Sequence	<ul style="list-style-type: none"> demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 		<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
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	EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
Reading Range		<ul style="list-style-type: none"> listening to and discussing a wide range of poems, 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 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics learning to appreciate rhymes and poems, and to recite some by heart participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> 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 becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear being introduced to non-fiction books that are structured in different ways 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 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry 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 	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books 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 identifying and discussing themes and conventions in and across a wide range of writing learning a wider range of poetry by heart 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 recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously

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