



Reading Progression - Robert Miles Junior School

At Robert Miles, our aim is for all children to be skilled and confident readers with a love of reading. These aims are prioritised to enable access to our full curriculum and ensure a readiness for secondary school.

The starting point is ensuring our new Year 3 children are confident decoding and blending sounds. Where they are not, we have a specially trained member of staff who can support them in ensuring they rapidly move through the Phonics intervention programme. The core component of our approach is the daily reading session which is built on four central pillars:

1. **High quality texts**, set out in our Book Spine and elsewhere, giving children access to range of genres and text types.
2. An explicit focus on **Vocabulary** designed to develop children's lexicon
3. Reading aloud to develop children's **fluency** to free up working memory
4. **Comprehension** techniques enable children to become confident at retrieving, inferring, summarising and sequencing

Children have access to other high-quality texts elsewhere in our curriculum including, in particular, model texts in Talk for Writing where the same components are used to aid understanding. Alongside this deliberate approach to teaching reading are daily intervention sessions, based on assessment data, for the children who need additional provision to support them in catching up. The school library, class libraries, author visits and enrichment activities support developing children's love of reading.

We aim for all pupils to:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often
- Read for both pleasure and for information
- Acquire a wide vocabulary
- Understand grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our wide and varied literary heritage

We do this through:

- Phonics screening early in year 3, followed by intensive intervention for those who have not met the pass rate/close to the pass rate
- Continued phonics screening for those who are below the expected standard
- Ongoing interventions, which are monitored for progress (with a data driven focus on the lowest 20% of children in each year)
- Hearing children read
- Dedicated daily taught reading sessions
- Timetabled opportunities for class reader
- Reading challenges
- Home reading

	Year 2	Lower Key Stage Two (Years 3 & 4)	Upper Key Stage Two (Years 5 & 6)
Word Reading	<p>Year 2 Objectives</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading 	<p>Recap on Year 2 Objectives</p> <p>Year 3 and 4 Objectives</p> <ul style="list-style-type: none"> • 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 the meaning of new words they meet. <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Recap on Year 3 and 4 Objectives</p> <p>Year 5 and 6 Objectives</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p>

<p>Comprehension</p>	<p>Year 2 Objectives</p> <p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <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 • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • 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 • 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>Recap on Year 2 Objectives</p> <p>Year 3 and 4 Objectives</p> <ul style="list-style-type: none"> • Listen to and discuss 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 • Use dictionaries to check the meaning of words that they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books • Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discuss words and phrases that capture the reader's interest and imagination • Recognize some different forms of poetry (free verse, narrative poetry etc.,) <p>Understand what they have read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts, and 	<p>Recap on Year 3 and 4 Objectives</p> <p>Year 5 and 6 Objectives</p> <ul style="list-style-type: none"> • Continue 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. • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and some books from other cultures and traditions • Recommending books that they have read to their peers, giving reasons for their choices • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone, and volume so that the meaning is clear to an audience. <p>Understand what they read by:</p> <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 • Asking questions to improve their understanding
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	<p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • 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 • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • 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 • 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>motives from their actions, and justifying inferences with evidence.</p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarizing these • Identifying how language, structure and presentation contribute to meaning <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them, and those they read to themselves.</p>	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning <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 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 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>
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