



St. Anselm's English Reading Skills Progression Map 2023-24



Intent

At St. Anselm's, we are a community of readers who place reading at the centre of our curriculum. Our teachers' model and communicate their own love and appreciation of reading and we provide our children with the opportunity to read rich and varied texts, enabling them to become immersed in the magical, creative world of books and stories. We teach our children to read a range of materials fluently and with understanding, for enjoyment and information. Our reading programme ensures that children are taught to use a range of strategies, e.g., phonics, word recognition, building mental models and the use of context to help them make sense of what they read. We believe it is essential for children to read as wide a range of literature as possible therefore all of our children are provided with age appropriate, challenging texts.

Impact

Children at St. Anselm's are inspired to become lifelong book-lovers who read for pleasure, learning and appreciation. They have the opportunity to choose to read and enjoy a comprehensive and ever-changing range of literature. By exposing our children to books and stories that are both classic and diverse, our children have a strong understanding and appreciation for the world around them and those in it. Our children are able to read fluently and coherently, decoding and understanding what they have read and what has been read to them. We foster a love of reading in all of our children as for us, it is our priority that they become happy, healthy and curious learners who read confidently and independently, enabling them to explore the world around them and lead fulfilled and purposeful lives.



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Enrichment Opportunities:

To develop 'Cultural Capital' whilst enhancing the Gospel Values that underpin our curriculum at St. Anselm's, our children are offered a wealth of opportunities that will support them in becoming successful and passionate learners. The books in our school and classroom libraries, as well as those that are used for reading lessons and English topics, are based on a range of genres, topical issues and contain a number of diverse characters whilst also being written by authors of different cultures and backgrounds. Each day, children are provided with time to read independently and for pleasure during designated ERIC (everyone reading in class) time. Throughout the school year, children participate in author visits and webinars, often with a focus on diversity. We understand that children's motivation, ability to speak and listen and read and write effectively is enhanced by the experiences that they have had therefore we offer our children the chance to partake in experiences both in school and off site. This benefits children both in English and other subjects across the curriculum. We hold a whole school event for World Book Day and Shakespeare week with children in Year 4 who participate in the Primary Shakespeare Project. Additionally, year 5 participate in the Mousetrap Project each year. We encourage our children to take part in English competitions, nationally, locally and within our school, ensuring that all efforts and achievements are praised and shared. Book clubs are offered across the school and children in upper KS2 also partake in the Harrow School Junior Book Award. We have close links with our local community, some of whom visit the school on a weekly basis to hear children read, and we have children from local schools who visit our children to read with them too. Every year we offer our children the opportunity to buy books of their choice at our Travelling Book Fair. By enriching our children's learning and social experiences at St. Anselm's, our children develop into well-rounded adults with an awareness and appreciation of the world around them as they journey through secondary school and beyond.



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| Implementation: | | |
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| EYFS | KS1 | KS2 |
| A creative 'hook' and topic books to engage children and stimulate ideas | A creative 'hook' and topic books to engage children and stimulate ideas | A creative 'hook' and topic books to engage children and stimulate ideas |
| Model texts (<i>using a book / text created by the teacher</i>) as a means of developing a wider range of vocabulary and styles of writing | Model texts (<i>using a book / text created by the teacher</i>) as a means of developing a wider range of vocabulary and styles of writing | Model texts (<i>using a book / text created by the teacher</i>) as a means of developing a wider range of vocabulary and styles of writing |
| Independent, shared or modelled reading | Independent, shared or modelled reading | Independent, shared or modelled reading |
| Phonics is taught through explicit sessions and then applied in English lessons (<i>see Phonics policy</i>) | Phonics is taught through explicit sessions and then applied in English lessons (<i>see Phonics policy</i>) | Phonics knowledge continues to be embedded throughout KS2 (<i>see Phonics policy</i>) |
| Continued Assessment for Learning throughout lessons and units of work | Continued Assessment for Learning throughout lessons and units of work | Continued Assessment for Learning throughout lessons and units of work |
| Note: Reading is taught through phonics and questioning based on a shared text | Note: Reading continues to be taught through phonics and questioning based on a shared text in year 1 with the addition of modelled reading lessons by the teacher Year 2 reading lessons involve teacher modelled reading whilst children follow with their own copy of the text | Note: Children will complete three reading lessons per week. Teachers use modelled reading and children follow with their own copy of the text |
| Note: Children also have reading opportunities during daily English lessons when reading the Vehicle Text and Example Text. | | |



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Progression of skills: *Our progression map highlights particular focus skills for each year group which are built upon throughout each half term and then recapped and extended during every school year. This progression map should be read in conjunction with the Phonics and Spelling progression map, particularly for EYFS-Year 2.*

EYFS

Word Reading

- 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.

Comprehension

- Engage in extended conversations about stories, learning new vocabulary.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Year 1

Word Reading

- Able to match all 40+ graphemes to their phonemes
- Blend sounds of unfamiliar words
- Divide words into syllables
- Read compound words
- Read words with contractions and understand the apostrophe represents the missing letter
- Read phonetically decodable words
- Read words that end with 's, -ing, -ed, -est
- Read words that start with un-
- Add -ing, -ed, and -er, to verbs
- Read words of more than syllable that contain taught grapheme, phoneme correspondents.

Comprehension

- Say what the like don't like about a book
- Link what has been read or heard to own experiences
- Retell key stories orally using narrative language
- Talk about the main characters in a story
- Learn poem and rhymes off by heart
- Use what is already known to understand texts
- Check reading makes sense and correct when it doesn't
- Begin to draw inferences from the text and/or Illustrations
- Make predictions about the events
- Explain what I think a text is about



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| Year 2 | |
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| Word Reading | Comprehension |
| <ul style="list-style-type: none">• Can decode automatically and fluently.• Is able to blend sounds in words that contain the graphemes learnt.• Recognise and read alternative sounds for graphemes.• Read accurately words of two or more syllables that contain the same GPCs.• Read words with common suffixes.• Read common exception words.• Read and comment on unusual correspondence between grapheme and phoneme.• Read most words quickly and accurately when they are known words without sounding out and blending.• Read most suitable books accurately, showing fluency and confidence. | <ul style="list-style-type: none">• Talk about and give an opinion on a range of texts.• Discuss the sequence of events in books and how they relate to each other.• Use prior knowledge, including context and vocabulary, to understand texts.• Retell stories, including fairy stories and traditional tales.• Read for meaning and check that the text make sense, go back and re-read when it does not make sense.• Find recurring language in stories and poems. Talk about favourite words and phrases in stories and poems• Recite some poems by heart, with appropriate intonation• Ask and answer questions.• Make predictions based on what has been read.• Draw (simple) inferences from illustrations, events, characters' actions and speech. |
| Year 3 | |
| Word Reading | Comprehension |
| <ul style="list-style-type: none">• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.• Read further exception words, noting the unusual correspondences between spelling and sound.• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. | <ul style="list-style-type: none">• Read a range of fiction, poetry, plays, and nonfiction texts.• Discuss the texts read.• Read aloud and independently, taking turns and listening to others.• Explain how non-fiction books are structured in different ways and can use them effectively.• Explain some of the different types of fiction books.• Ask relevant questions to get a better understanding of a text.• Predict what might happen based on details known and read. |



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| | <ul style="list-style-type: none">• Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.• Use a dictionary to check the meaning of unfamiliar words.• Identify the main point of a text.• Explain how structure and presentation contribute to the meaning of texts.• Use non-fiction texts to retrieve information.• Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action |
| Year 4 | |
| Word Reading | Comprehension |
| <ul style="list-style-type: none">• Apply knowledge of root words, prefixes and suffixes to read aloud and to• understand the meaning of unfamiliar words.• Read further exception words, noting the unusual correspondences between spelling and sound.• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. | <ul style="list-style-type: none">• Know which books to select for specific purposes, especially in relation to science, geography and history learning.• Use a dictionary to check the meaning of unfamiliar words.• Discuss and record words and phrases that writers use to engage and impact on the reader.• Identify some of the literary conventions in different texts.• Identify the (simple) themes in texts.• Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action• Explain the meaning of words in context.• Ask relevant questions to improve my understanding of a text.• Infer meanings and begin to justify them with evidence from the text.• Predict what might happen from details stated and from the information deduced.• Identify where a writer has used precise word choices for effect to impact on the reader. |



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| | <ul style="list-style-type: none">• Identify some text type organisational features, for example, narrative, explanation and persuasion.• Retrieve information from non-fiction texts.• Build on others' ideas and opinions about a text in discussion. |
| Year 5 | |
| Word Reading | Comprehension |
| <ul style="list-style-type: none">• Apply knowledge of root words, prefixes and suffixes to read aloud and to• understand the meaning of unfamiliar words.• Read further exception words, noting the unusual correspondences between spelling and sound.• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.• Re-read and read ahead to check for meaning. | <ul style="list-style-type: none">• Familiar with and can talk about (including discussing the features) a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions.• Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.• Identify significant ideas, events and characters; and discuss their significance.• Recite poems by heart Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action |
| Year 6 | |
| Word Reading | Comprehension |
| <ul style="list-style-type: none">• Apply knowledge of root words, prefixes and suffixes to read aloud and to• understand the meaning of unfamiliar words.• Use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.• Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. | <ul style="list-style-type: none">• Read books that are structured in different ways.• Recognise texts that contain features from more than one text type.• Evaluate how effectively texts are structured and presented.• Read non-fiction texts to help with my learning.• Read accurately and check understanding. |



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- Read fluently, using punctuation to inform meaning.

- Able to recommend books to others and give reasons for my recommendation.
- Identify themes in texts.
- Identify and discuss the conventions in different text types.
- Identify the key points in a text.
- Recite a range of poems by heart
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action