

# Broke Hall Primary: Reading Progression Framework

Skills	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Literature Spine</b></p> <p>(The books which make up the literature spine at Broke Hall Primary School are explored during guided reading sessions or during English lessons)</p>	<p>The Dot I am Nefertiti/ The Worrysaurus The Three Little Pigs Home is where the Birds Sing What happened to you? Tidy The Body Book/ Do Baby Elephants Suck their Trunks? All through the night Splash/ Errr's Garden/ MY Hairs My family and Other Families The Same But Different too/ The Good Egg A Great Big Cuddle/ Tiddler/ The Way Back Home/ The Extraordinary Gardener/ Astro Girl/ The Queen's Hat The Suitcase/ You Choose Fairy Tales Favourite Nursery Rhymes: Hey Diddle Diddle, Five Little Ducks, Hickory Dickory Dock, Five Currant Buns, Miss Polly</p> <p><b>(CUSP EYFS Literature Spine)</b></p>	<p>Bear Shaped/ Shu Lin's Grandpa/ Luna Loves Art The Gingerbread Man/ Clean Up! The Invisible/ Pumpkin Soup/ It's a No-money Day Anansi and the Golden Pot Mr Wolf's Pancakes The Squirrels Who Squabbled/ Mrs Noah's Garden/ I'm (almost) Always Kind/ Celebrations Around the World/ Martha Maps It Out Each Peach Pear Plum/ Winnie-the-Pooh Helps the Bees! The Story Orchestra/ William Bee's Things That Go! The Wonder/ What Makes me a Me? The Dark/ Standing Up to Racism/ Tad/ Chicken Clicking Favourite Nursery Rhymes: Ten Green Bottles, Hot Cross Buns, 1 Potato., Old Mother Hubbard, Jack and Jill</p> <p><b>(CUSP EYFS Literature Spine)</b></p>	<p>Beegu/ Where the Wild Things Are The Storm Whale/ The Owl and the Pussycat Aesop's Fables – The Boy who Cried Wolf The Tale of Peter Rabbit Look Up! Here We Are Chocolate Cake (poetry) There's a Rang-Tan in My Bedroom/ And Tango Makes Three The Lion Inside/ Aesop's Fables – The Hare and the Tortoise/ The Proudest Blue</p> <p><b>(CUSP Literature Spine)</b></p> <p>Something Else by Kathryn Cave (Wellbeing Week)</p>	<p>Grandad's Island/ Aesop's Fables – The Goose that Laid the Golden Eggs Mrs Noah's Pockets Paddington/ The Christmas Pine/ The Quangle Wangle's Hat Coming to England/ The Street Beneath My Feet The Rhythm of the Rain/ Little People Big Dreams: David Attenborough/ Fantastically Great Women who Changed the World/ Aesop's Fables – The Sun and the Wind/ Fantastic Mr Fox</p> <p><b>(CUSP Literature Spine)</b></p> <p>The Invisible by Tom Percival (Wellbeing Week)</p>	<p>The Bear and the Piano by David Litchfield/  Bill's New Frock by Anne Fine/  Lost Species by Jess French/  Old Possum's Book of Practical Cats by TS Eliot (heritage poetry)  Sheep Pig by Dick King Smith/  The Firework Maker's Daughter by Phillip Pullman/  Earth Shattering Events by Robin Jacobs  The Dark by Lemony Snicket (Wellbeing Week)</p>	<p>The Iron Man by Ted Hughes  The Jabberwocky by Lewis Carroll/  The Boy at the Back of the Class by Onjali Rauf  Lion Witch &amp; the Wardrobe by CS Lewis  Peter Pan (Abridged) by Ian Beck/  Viking Voyagers by Jack Tite/  The Black Dog by Levi Pinfold (Wellbeing Week)</p>	<p>Ely Me Home by Polly Ho-Yen/  A Midsummer Night's Dream by William Shakespeare  The Midnight Fox by Betsy Byers  Journey to Joburg Beverley Naidoo/  Black and British by David Olusoga/  I Have a Dream (speech) by Martin Luther King  Caged Bird by Maya Angelou/  The Tear Thief by Carol Anne Duffy (Wellbeing Week)  Secrets of a Sun King by Emma Carroll/    The Arrival by Shaun Tan/  The Promise by Nicola Davies (Wellbeing Week)</p>	<p>Bridge to Terabithia by Katherine Paterson/  The Highwayman by Alfred Noyes  The Tempest by William Shakespeare (retelling by Marcia Williams)  Holes by Louis Sachar  Darwin's Voyage of Discovery by Jake Williams  Politics for Beginners by Various  Coming to England by Floella Benjamin/  A Poison Tree by William Blake/  This Land is Your Land (song by Woodie Guthrie)  The Arrival by Shaun Tan/  The Promise by Nicola Davies (Wellbeing Week)</p>
<p><b>EYFS: Word reading, decoding, fluency</b></p> <p><b>Decoding</b></p>	<p>Can recognise rhythm and rhyme.</p> <p>Can identify simple alliteration. Can orally blend and segment simple vc and cvc words.</p> <p>Can clap and count syllables in words.</p> <p>Increasing awareness of how stories should be read e.g. with different voices, loud and quiet moments, pauses.</p> <p>Becoming increasingly confident to echo read / copy my voice in CUSP Early Foundations Structured Story Times.</p> <p>Is able to say how to read something (after hearing what the words are from the adult) and may correct an adult's reading, e.g. "His voice wouldn't sound like that!"</p>	<p>Can recognise words with the same initial sound.</p> <p>Can say what the initial, middle and final sounds are in cvc words. Can say how many sounds there are in a word.</p> <p>Can orally delete and manipulate sounds, e.g. change pig to wig/pin, add f to lag to make flag.</p> <p>Recognises full stops, capital letters, inverted commas and ellipsis when reading decodable texts and knows how to use these to make decisions about how to read something, e.g. with a different voice, slowly, loudly, wait and see etc.</p> <p>Can correct an adult's reading if their expression and intonation do not match the content of what is being read, e.g. "You need to say it loudly."</p>	<p>Apply phonic knowledge to decode words</p> <p>Read aloud phonically decodable texts</p> <p>Re-read books to build fluency and confidence</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>Read year 1 common exception Words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>Read polysyllabic words containing taught GPCs</p> <p>Read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s)</p>	<p>Apply phonic decoding until Automatic and reading is fluent</p> <p>Read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>Re-read books to build up fluency and confidence in word reading</p> <p>Note punctuation to read with appropriate expression</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read year 2 common exception words, noting unusual correspondences</p> <p>Read aloud books matched to their improving phonic knowledge by sounding out unfamiliar words automatically</p> <p>Read polysyllabic words containing above graphemes</p> <p>Read most words quickly &amp;</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 they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the wor</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 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>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 they meet</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 they meet</p>

			Read accurately by blending taught GPCs	accurately without overt sounding and blending				
<b>EYFS: Paying attention to print</b>	<p>Understand the five key concepts about print:</p> <ol style="list-style-type: none"> <li>1. print has meaning</li> <li>2. print can have different purposes</li> <li>3. we read English text from left to right and from top to bottom</li> <li>4. the names of the different parts of a book</li> <li>5. page sequencing.</li> </ol> <p>Recognise familiar words and signs such as own name, advertising logos and screen icons. Know information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print).</p>	<p>Knows that information can be retrieved from books, computers and mobile digital devices.</p> <p>Recognise written names of peers, siblings or “Mummy”/”Daddy” for example.</p> <p>Recognise a wide range of environmental print both in the classroom, around school and in their immediate community e.g. “That’s the sign for our road it says Albert Road”. That sign says “hall”, the label on this box says “animals”.</p>						
<p><b>EYFS: enjoyment and engagement</b></p> <p><b>Range of Reading (fiction and non-fiction)</b></p>	<p>Look at and enjoy print and digital books independently. Show interest in illustrations and words in print and digital books and words in the environment.</p> <p>Listen to and join in with stories and poems, when read to in whole class, one-to-one and small groups situations.</p>	<p>Enjoys an increasing range of print and digital books, both fiction and non-fiction.</p> <p>Engage with books and other reading materials at an increasingly deeper level, drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</p>	<p>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 they can read independently</p> <p>Be introduced to non-fiction books that are structured in different ways</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes</p> <p>Retrieve and record information from non-fiction texts</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes</p> <p>Retrieve and record information from non-fiction texts</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Make comparisons within and across books</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction texts</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Make comparisons within and across books</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction texts</p>
<b>Familiarity With Texts</b>	Listen to familiar stories with increasing attention and recall.	<p>Able to follow a story without pictures or props.</p> <p>Able to re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story.</p> <p>Listen to longer stories and answer questions about a story they have just heard, for example, simple questions such as “Who did Jack find at the top of the Beanstalk?”, “Was the Giant kind?”</p>	<p>Recognise and join in with predictable phrases</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literary language in stories and poetry</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Identify themes and conventions in a wide range of books</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Identify themes and conventions in a wide range of books</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>	<p>Increase 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>Identify and discuss themes and conventions in and across a wide range of writing</p>	<p>Increase 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>Identify and discuss themes and conventions in and across a wide range of writing</p>
<b>Poetry and Performance</b>	Join in with repeated refrains and anticipate key events and phrases in rhymes and stories	<p>Enjoy listening to stories, songs and rhymes and will start to make up their own.</p> <p>Re-enacts and reinvents stories they have heard in their play using key vocabulary, e.g. spy, cellar, hunting, wicked when re-enacting /</p>	Learn to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise some different forms of Poetry</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise some different forms of poetry</p>	<p>Learn 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>Learn 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>

		reinventing Each Peach Pear Plum by Janet and Allan Ahlberg						
<b>Word Meanings and Vocabulary</b>	<p>Begin to use story language in imaginative play.</p> <p>Uses words they have heard in conversations about stories.</p> <p>Build up vocabulary that reflects the breadth of their experiences. Understand at least 1000 words.</p> <p>Is beginning to connect words, e.g. animal words, words for body parts, words related to the home / garden.</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading,</p> <p>Is learning more words all the time as well as thinking more about the meanings of words, such as describing the meaning of simple words or asking what a new word means.</p> <p>Extends vocabulary, especially by grouping and naming, exploring sounds of new words as well as the meaning.</p> <p>Understand about 10,000 words.</p> <p>Is developing connections between words from the same semantic field e.g. emergency - accident, harm, dangerous, trapped, (blue) light, siren.</p>	<p>Discuss word meanings and link new meanings to words already known</p>	<p>Discuss and clarify the meanings of words and link new meanings to known vocabulary</p> <p>Discuss their favourite words and Phrases</p>	<p>Use dictionaries to check the meaning of words that they have read</p>	<p>Use dictionaries to check the meaning of words that they have read</p>	<p>Use dictionaries to check the meaning of words that they have read</p>	<p>Use dictionaries to check the meaning of words that they have read</p>
<b>Understanding</b>	<p>Begins to be aware of the way stories are structured, and to tell own stories.</p> <p>Talks about events and principal characters in stories</p> <p>Can report when talking about stories</p> <p>Is beginning to reason logically when talking about stories.</p>	<p>Describes main story settings, events and principal characters in increasing detail.</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves.</p> <p>Is confident to report and reason logically when talking about stories.</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Be encouraged to link what they read or hear read to their own experiences</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Make links between a current book and those already read</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Identify morals and messages in a story</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Identify morals and messages in a story</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>Ask questions to improve their understanding</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>Ask questions to improve their understanding</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
<b>Discussing Reading</b>	<p>Listen to and join in with stories and poems, when read to in whole class, one-to-one and small groups situations.</p> <p>Begin to express opinions about the books that are read to them.</p> <p>Handle books and touch screen technology carefully and the correct way up with growing competence.</p> <p>Begin to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.</p>	<p>Express opinions about the type of book they enjoy.</p> <p>Can talk with confidence about their favourite books and the characters / story line / information within them. Bring books they know well into their play.</p> <p>Confidently use book area and access inescapable environmental text independently. Choosing to do so.</p> <p>Increasingly confident in the use of online reading materials in a variety of forms – apps, websites, ebooks</p>	<p>Participate in discussion about what is read to them by taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves by taking turns and listening to what others say</p> <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>Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices</p> <p>Participate in discussions about books, 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</p> <p>Provide reasoned justifications for their views</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices</p> <p>Participate in discussions about books, 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</p> <p>Provide reasoned justifications for their views</p>
<b>Prediction</b>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>Can predict and project when talking about stories.</p>	<p>Predict what might happen on the basis of what has been read so far</p>	<p>Predict what might happen on the basis of what has been read so far</p>	<p>Predict what might happen from details stated and implied</p>	<p>Predict what might happen from details stated and implied</p>	<p>Predict what might happen from details stated and implied</p>	<p>Predict what might happen from details stated and implied</p>

	Is beginning to predict when reading stories, e.g. suggest how a story might end.							
<i><b>Inference</b></i>			<i>Discuss the significance of the title and events</i>  <i>Make inferences on the basis of what is being said and done</i>	<i>Make inferences on the basis of what is being said and done</i>  <i>Answer and ask questions</i>	<i>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</i>  <i>Justify inferences with evidence</i>	<i>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</i>  <i>Justify inferences with evidence</i>	<i>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</i>	<i>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</i>
<i><b>Authorial Intent</b></i>					<i>Discuss words and phrases that capture the reader's interest and imagination</i>  <i>Identify how language, structure, and presentation contribute to meaning</i>	<i>Discuss words and phrases that capture the reader's interest and imagination</i>  <i>Identify how language, structure, and presentation contribute to meaning</i>	<i>Identify how language, structure and presentation contribute to meaning</i>  <i>Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</i>	<i>Identify how language, structure and presentation contribute to meaning</i>  <i>Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</i>