

Progression of Skills in Reading at RCFS

At the Richard Clarke First School, we aim to provide children with the reading skills, knowledge and vocabulary that they will need for life, to ensure that they are confident readers in the future and to support them in the wider world. In order to do this, teachers ensure that each week they focus on a different reading skill, VIPERS, to provide depth in children's reading ability, to stretch their capabilities and make sure that children have a strong understanding of the range of texts they are exposed to. With clarifying and decoding and comprehension being a recurring theme throughout, that is weaved into all aspects of the reading curriculum. Teachers also pride themselves in making reading stimulating and exciting through a range of resources.

- Twinkl phonics scheme is followed from Early Years to Year 2, and is continued in KS2 for children who need additional support. Twinkl Phonics is a DfE validated full systematic, synthetic phonics programme. Twinkl Phonics is a scheme based on Letters and Sounds progression.
- Oxford Reading Tree scheme books such as Story Sparks, Infact, Traditional Tales, Project X books- Hero Academy mirror the progression of sounds in the Twinkl phonics scheme and so support our reader's development
- Vocabulary focused books such as the ORT Word Sparks enhance children's understanding and development of language
- All of the reading scheme books in school that children access begin as phonically decodable
- Children are also encouraged to visit the library and choose a book of their choice to support an environment of reading for pleasure
- Quality text based units in class also support reading development through English lessons and guided reading

Essential characteristics of being an effective reader:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Half term	Vocabulary	Infer	Predict	Explain	Retrieve	Summarise and sequence

Reading Vipers

- V**ocabulary
- I**nfer
- P**redict
- E**xplain
- R**etrieve
- S**equence or Summarise





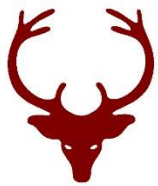
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Progression of skills	EYFS Children can:	Year 1 Children can:	Year 2 Children can:	Year 3 Children can:	Year 4 Children can:
PHONICS AND DECODING	<p>Follow Twinkl phonics progression.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Follow Twinkl phonics progression.</p> <p>Apply phonic knowledge & skills as the route to decode words.</p> <p>Blend sounds in unfamiliar words using GPCs they have been taught.</p> <p>Respond speedily, giving correct sound to graphemes for all of the 40+ phonemes.</p> <p>Read words containing taught GPCs</p> <p>Read words containing –s, –es, –ing, –ed, and –est endings.</p> <p>Read words with contractions, eg. I'm, I'll, we'll</p>	<p>Follow Twinkl phonics progression.</p> <p>Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.</p> <p>Read accurately by blending sound in words that contain graphemes taught (& recognising alternative sounds for graphemes).</p> <p>Accurately read most words with 2+ syllables.</p> <p>Read words containing common suffixes. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p>Use phonic knowledge to decode quickly & accurately (may still need support to read longer unknown words).</p> <p>Apply growing knowledge of root words & prefixes, including in-, il-, dis-, mis-, im-, ir-, re-, inter-, sub-, super-, anti- and auto-</p> <p>Apply growing knowledge of root words & suffixes, including, -ture, -sure, and -ation, -ly.</p> <ul style="list-style-type: none"> • The /ɪ/ sound spelt y elsewhere than at the end of words • The /ow/ sound spelt ou 	<p>Read most words fluently & attempt to decode any unfamiliar words with increasing speed & skill.</p> <p>Apply knowledge of root words, prefixes and suffixes.</p> <p>un-</p> <p>-ation, -ly -ous -sion, -tion, -ssion, -cian</p> <ul style="list-style-type: none"> • Words with the /k/ sound spelt 'ch.' • Words with the /ʃ/ sound spelt 'ch.' • Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin) • Words with the /s/ sound spelt sc • Words with the /eɪ/ sound spelt ei, eigh, or ey



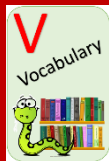
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COMMON EXCEPTION WORDS	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Read Y1 common exception words, noting unusual correspondence between spelling & sound & where these occur in words.	Read most Y1/Y2 common exception words, noting unusual correspondence between spelling & sound & where these occur in words.	Begin to read Y3/Y4 exception words.	Read all Y3/Y4 exception words, discussing unusual correspondences between spelling & sound & where these occur in the word.
FLUENCY ACCURACY RATE EXPRESSION PHRASING PUNCTUATION	<p>Ascribe meanings to marks they see in different places.</p> <p>Begin to break flow of speech into words.</p> <p>Begin to read words & simple sentences, showing basic understand of prosody; pausing at full stops.</p> <p>Letter fluency begins to build, word fluency of single syllable words, moving from single word to two-word phrasing.</p>	<p>Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>Reread texts to build up fluency and confidence in word reading.</p> <p>Evidence of attention to basic punctuation and syntax.</p> <p>Can read at a moderate pace.</p> <p>Word fluency of multi-syllable words builds, moving to a mixture of word by word to fluent phrase reading.</p>	<p>Read books (closely matched to improving phonic knowledge) aloud, sounding out unfamiliar words accurately, automatically & without undue hesitation.</p> <p>Reads with volume and expression.</p> <p>Read words accurately & fluently without overt sounding & blending. Evidence of attention to an increasing range of punctuation and syntax.</p> <p>Can read at a fast and slow pace. Word fluency of multi-syllable words builds, leading to fluency in larger and meaningful phrases and then sentence/passage fluency.</p>	<p>Can read at a pace similar to spoken language. Reads with varied volume and expression.</p> <p>The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.</p> <p>Reads with prosody; correct rhythm/timing, pitch and stress.</p>	<p>Reads with mixed volume and expression and correct intonation.</p>



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VOCABULARY



Begin to use new vocabulary through stories, play and topics.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Discussing word meanings, linking new meanings to those already known.

Draw upon knowledge of vocabulary in order to understand the text.

Join in with predictable phrases.

Use vocabulary given by the teacher.

Discuss his/her favourite words and phrases.

What does the word mean in this sentence?

Find and copy a word, which means What does this word or phrase tell you about?

Which word in this section do you think is the most important? Why?

Discuss & clarify meanings of words – linking new meanings to known vocabulary.

Discuss favourite words & phrases.

Recognise some recurring language in stories and poems.

Which of the words best describes the character/ setting/mood etc?

Can you think of any other words the author could have used to describe this?

Why do you think is repeated in this section?

Begin to use dictionaries to check the meaning of words that they have read.

Check that text makes sense to them, discussing understanding & explaining meaning of words in context.

Start to discuss authors' choice of words & phrases for effect.

Discuss words that capture the readers interest or imagination Identify how language choices help build meaning.

Find the meaning of new words using substitution within a sentence.

What do the words and suggest about the character, setting and mood?

Which word tells you that....?

Which keyword tells you about the character/ setting/mood?

Find one word in the text, which means.....

Use dictionaries confidently to check the meaning of words that they have read.

Use a thesaurus to find synonyms.

Discuss why words have been chosen and the effect these have on the reader

Explain how words can capture the interest of the reader.

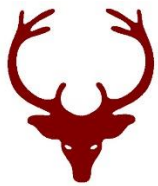
Discuss new and unusual vocabulary and clarify the meaning of these.

Find the meaning of new words using the context of the sentence.


Find one word in the text, which is a synonym for.....

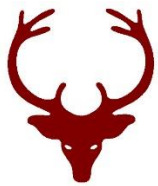
Find and highlight the word which is an antonym.....

Find a word or phrase which shows/suggests that.....





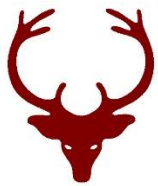
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				<p><i>Find and highlight the word that is closest in meaning to.....</i> <i>Find a word or phrase which shows/suggests that.....</i></p>	<p><i>Why has the author chosen to use this vocabulary?</i></p>
<p>INFERENCE</p> 	<p>Begin to make simple inferences using the pictures and from stories read aloud.</p>	<p>Children make basic inferences about characters' feelings by using what they say as evidence.</p> <p>Infer basic points with direct reference to the pictures and words in the text.</p> <p>Discuss the significance of the title and events.</p> <p>Demonstrate simple inference from the text based on what is said and done.</p> <p><i>Why was.... feeling.....?</i> <i>Why did happen?</i> <i>Why did..... say?</i> <i>How does make you feel?</i></p>	<p>Make inferences about characters' feelings using what they say and do.</p> <p>Infer basic points and begin, with support, to pick up on subtler references.</p> <p>Answering and asking questions and modifying answers as the story progresses.</p> <p>Use pictures or words to make inferences.</p> <p><i>What do you think the author intended when they said.....?</i> <i>Can you explain why.....?</i></p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</p> <p>Children can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>Justify inferences by referencing a specific point in the text.</p> <p>Make inferences about actions or events.</p> <p><i>How do these words make the reader feel?</i> <i>How does this paragraph suggest this?</i> <i>How do the descriptions of ... show that they are ...</i> <i>How can you tell that...?</i></p>	<p>Draw inferences from characters' feelings, thoughts & motives that justifies their actions, supporting views with evidence from text.</p> <p>Consolidate the skill of justifying them using a specific reference point in the text.</p> <p>Use more than one piece of evidence to justify their answer.</p> <p><i>What impression of do you get from these paragraphs?</i> <i>What voice might these characters use?</i> <i>What was ... thinking when.....?</i> <i>Who is telling the story?</i></p>




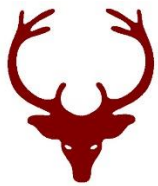
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<p>PREDICTION</p> 	<p>Begin to make simple predictions using the pictures.</p> <p>Anticipate key events & phrases in rhymes & stories.</p> <p><i>From the picture what do you think will happen next?</i></p> <p><i>What makes you think this?</i></p> <p><i>What is happening?</i></p> <p><i>What do you think happened before?</i></p> <p><i>What do you think will happen after?</i></p>	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far in terms of story, character and plot. <p>Make simple predictions based on the story and on their own life experience.</p> <ul style="list-style-type: none"> • Begin to explain these ideas verbally or through pictures. <p><i>Look at the book cover/blurb – what do you think this book will be about?</i></p> <p><i>What do you think will happen next?</i></p> <p><i>What makes you think this?</i></p> <p><i>What is happening?</i></p> <p><i>What do you think happened before?</i></p> <p><i>What do you think will happen after?</i></p>	<p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p> <p><i>How does the choice of character or setting affect what will happen next?</i></p> <p><i>What do you think the last paragraph suggests will happen next?</i></p> <p><i>What makes you think this?</i></p>	<p>Justify predictions using evidence from the text.</p> <ul style="list-style-type: none"> • Use relevant prior knowledge to make predictions and justify them. • Use details from the text to form further predictions. <p><i>From the cover what do you think this text is going to be about?</i></p> <p><i>Can you think of another story with a similar theme?</i></p> <p><i>What is happening now?</i></p> <p><i>What happened before this?</i></p> <p><i>What will happen after?</i></p> <p><i>What does this paragraph suggest will happen next?</i></p> <p><i>What makes you think this?</i></p> <p><i>Explain your answer using evidence from the text.</i></p>	<p>Justify predictions using evidence from the text stated and implied.</p> <ul style="list-style-type: none"> • Use relevant prior knowledge as well as details from the text to form predictions and to justify them. • Monitor these predictions and compare them with the text as they read on. <p><i>Which stories have openings like this? Do you think that this story will develop the same way?</i></p> <p><i>Why did the author choose this setting?</i></p> <p><i>Do you think the choice of setting will influence how the plot develops?</i></p> <p><i>Do you think... will happen? Yes, no or maybe?</i></p> <p><i>Explain your answer using evidence from the text.</i></p>
<p>EXPLAIN</p> 	<p>Begin to give their opinion, including likes and dislikes.</p>	<p>Give their opinion, including likes and dislikes.</p> <ul style="list-style-type: none"> • Link what they read or hear to their own experiences. • Explain clearly their understanding of what has been read to them. 	<p>Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that that they read themselves.</p>	<p>Identifying how language, structure and presentation contribute to meaning of both fiction and non-fiction texts.</p> <ul style="list-style-type: none"> • Recognise authorial choices and the purpose of these. 	<p>Provide increasingly reasoned justification for their views.</p> <ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination.




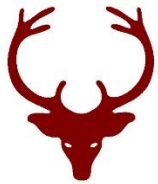
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		<ul style="list-style-type: none"> Express views about events or characters. <p><i>Who is your favourite character? Why? Would you like to live in this setting? Why/why not? Do you like this text? What do you like about it?</i></p>	<ul style="list-style-type: none"> Express their own views about a book or poem. Discuss some similarities between books. Listen to the opinion of others. <p><i>Is there anything you would change about this story? What do you like and dislike about the story and why? Why has the author chosen.....?</i></p>	<ul style="list-style-type: none"> Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books. <p><i>Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of...effective? The mood of the character changes throughout the text. Find and copy the phrases, which show this.</i></p>	<ul style="list-style-type: none"> Recommend books for peers in detail. Begin to challenge points of view and what is fact and opinion. <p><i>What is the author's point of view? What affect doeshave on the audience? How does the author engage the reader here? Which words and phrases dideffectively? Which section was the most interesting/exciting part? How are these sections linked? How can you tell whether it is fact or opinion?</i></p>
<p>RETRIEVAL</p> 	<p>Listen to stories with increasing attention & recall.</p> <p>Begin to answer a question about what has just happened in a story.</p>	<p>Answer a question about what has just happened in a story.</p> <ul style="list-style-type: none"> Develop their knowledge of retrieval through images. Recognize characters, events, titles and information. Recognize differences between fiction and non-fiction texts. Retrieve information by finding a few key words. 	<p>Independently read and answer simple questions about what they have just read.</p> <ul style="list-style-type: none"> Asking and answering retrieval questions. Draw on previously taught knowledge. Remember significant events and key information about the text that they have read. 	<p>Use the contents page and subheadings to locate information.</p> <ul style="list-style-type: none"> Learn the skill of 'skim and scan' to retrieve details. Begin to use quotations from the text. <p><i>Who are the characters in this text? When/where is this story set? How do you know?</i></p>	<p>Confidently skim and scan texts to record details.</p> <ul style="list-style-type: none"> Use relevant quotes to support their answers to questions <p><i>What does.... do? How is.....? What can you learn from from this section? Give one example of..... Find the... in this text. Is it anywhere else? When/where is this story set? How do you know?</i></p>



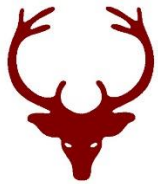
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		<ul style="list-style-type: none"> • Contribute ideas and thoughts in discussion. <p><i>Why didhappen? How did? How many.....? What happened to.....? When/where is this story set? Is this a fiction or a non-fiction book? How do you know?</i></p>	<ul style="list-style-type: none"> • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read. <p><i>What kind of text is this? Who did.....? Where did.....? When did.....? What happened when.? When/where is this story set? How do you know? Which is your favourite/ worst/funniest/scariest part of the story? Why? Tell me three facts you have learned from the text. Find the part where... What type of text is this? What happened to...in the end of the story?</i></p>	<p><i>Which part of the story best describes the setting? What do you think is happening here? What might this mean? How might you find the information quickly? What can you use to help you navigate this book? How would you describe the story? Whose perspective is the story told from? How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did....? What happened to...?</i></p>	<p><i>Find the part of the story that best describes the setting What do you think is happening here? Why? What might this mean? From whose perspective is this story told and how do you know? How can you use the subheading to help you here?</i></p>
<p>SEQUENCE AND SUMMARISE</p> 	<p>Sequence a familiar story using pictures.</p>	<p>Retell familiar stories orally e.g. fairy stories and traditional tales.</p> <ul style="list-style-type: none"> • Sequence the events of a story they are familiar with. • Begin to discuss how events are linked. 	<p>Discuss the sequence of events in books and how items of information are related.</p> <ul style="list-style-type: none"> • Retell using a wider variety of story language. • Order events from the text. 	<p>Identifying main ideas drawn from a key paragraph or page and summarising these.</p> <ul style="list-style-type: none"> • Begin to distinguish between the important and less important information in the text. • Give a brief verbal summary of a story. 	<p>Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</p> <ul style="list-style-type: none"> • Identifying main ideas drawn from more than one paragraph.

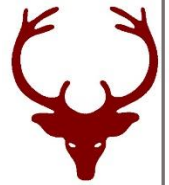


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		<p><i>Can you number these events 1-5 in the order that they happened? What happened after?</i></p> <p><i>What was the first thing that happened in the story?</i></p> <p><i>Can you summarise in a sentence the opening/middle/end of the story?</i></p> <p><i>Can you sequence the key moments in this story?</i></p>	<ul style="list-style-type: none"> • Begin to discuss how events are linked focusing on the main content of the story. <p><i>Can you write about the order of events from the start to the end of the book?</i></p> <p><i>Can you summarise in a paragraph the start/middle/end of the story?</i></p> <p><i>Can you retell the story to me in 20 words or less? What is the dilemma in this story? How is it resolved?</i></p>	<ul style="list-style-type: none"> • Teachers begin to model how to record summary writing. • Identify themes from a wide range of books. • Make simple notes from one source of writing. <p><i>Can you recount the story in chronological order? Can you summarise in paragraphs, the start/middle/end of the story? Sum up what has happened so far in ...word/seconds or less. Can you summarise the themes in the story? Do any sections/paragraphs deal with the same themes? What do I need to jot down to remember what I have read? What was the main point in this paragraph? Which is the most important point in these paragraphs? Have you noticed any similarities between this text and any others you have read?</i></p>	<ul style="list-style-type: none"> • Identify themes from a wide range of books. • Summarise whole paragraphs, chapters or texts. • Highlight key information and record it in bullet points, diagrams, maps etc <p><i>Can you sequence the chapters in the book? Can you sequence mood and tone in the book? Can you summarise in detailed paragraphs, the start/middle/end of the story? Can you summarise the context/and or themes of the book? What is the main point in this paragraph? Is it mentioned anywhere else? Which is the most important point in these paragraphs? Why?</i></p>
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NON-FICTION	Know information can be relayed in the form of print. Know information can be retrieved from books & computers.	Know the difference between fiction and non-fiction and begin to recognise that non-fiction books are structured in different ways.	Recognise non-fiction books are structured in different ways.	Retrieve & record information from non-fiction books.	Use organisational devices available within a non-fiction text to retrieve, record & discuss information. Use dictionaries to check meaning of words they have read.
POETRY & PERFORMANCE	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Recite simple poems by heart.	Continue to build up a repertoire of poems learnt by heart with appreciation & reciting some with appropriate intonation to make meaning clear.	Prepare & perform poems & play scripts that show some awareness of audience when reading aloud. Begin to use appropriate intonation & volume when reading aloud.	Recognise & discuss some different forms of poetry (free verse, narrative). Prepare & perform poems & play scripts with appropriate techniques (intonation, tone, and volume, action) to show awareness of the audience when reading aloud.