

ACE Learning Progression Grid : Reading



Progression Grid for Reading: (linked to ACE PATT assessment system and NC appendices)

Main Strand	EYFS	Year 1	Year 2	Years 3&4	Years 5&6
Phonics/ Word recognition **RWI phonics scheme followed at Furley Park and Letters and Sounds at Hamstreet**	Children use phonic knowledge to decode regular words, reading them aloud accurately. They can read some common irregular words. They are able to demonstrate speedy recognition of familiar printed words.	Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books	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	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. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	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 that they meet.

		that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading.	out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading.		
Fluency (inc. performance of a variety of texts e.g. poetry, myths, traditional tales etc.)	Read and understand simple sentences. Will select a book to share or read for own pleasure and may show preference for theme, particular characters or familiar authors. Demonstrates emotional engagement with the content. Will select a book to share or read for own pleasure and may show preference for theme, particular characters or familiar authors.	Learn to appreciate rhymes and poems, and to recite some by heart Check that the text makes sense to them as they read and correct inaccurate reading	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Check that the text makes sense to them as they read and correcting inaccurate reading	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry [for example, free verse, narrative poetry] Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Learn a wider range of poetry by heart. Prepare 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. 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
Vocabulary	Talk about what they have read showing some understanding, drawing on new vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Discuss word meanings, linking new meanings to those already known Recognise and join in with predictable phrases Use vocabulary given by the teacher	Discuss and clarify the meanings of words; link new meanings to known vocabulary Discuss their favourite words and phrases Recognise simple recurring literary language in stories and poetry Use vocabulary given by the teacher	Use dictionaries to check the meaning of words that they have read Explain the meaning of new words using the context of the sentence Discuss words that capture the readers interest or imagination Identify how language choices contribute to meaning **Discuss new and unusual vocabulary and clarify the meaning of these*	Explore the meaning of new words in context Identify how language choices contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
		What does the word... mean in this sentence? Find and copy a word which means... Which word in do you think is the most important? Why? Which of the words best describes the character or setting?	Can you find a noun/adjective/verb that tells/shows you that...? Why do you think that the author used the word... to describe...? Which other word on this page means the same as...? Find an adjective in the text	What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used	What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to?

			which describes...	here? Why?	What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
Inference	Children are able to anticipate key events in stories.	Children make basic inferences on the basis of what is being said and done Discuss the significance of the title and events Draw on what they already know or background information	Make inferences on the basis of what is being said and done Answer and ask questions Draw on what they already know or background information **Infer basic points and begin, with support to pick up on more subtle references.* **Use pictures or words to make inferences*	Children can infer characters' feelings, thoughts and motives from their stated actions Justify inferences using evidence from the text Ask and answer questions to improve their understanding of a text	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences using evidence from the text Ask and answer questions to improve their understanding of a text **Give one or two pieces of evidence to support the point they are making* **Draw evidence from more than one place across a text*
	What do you think is going to happen next?	What do you think... means? Why do you think that? How do you think...? When do you think...? Where do you think...? How does... make you feel? Why did... happen?	What do you think.... means? Why do you think that? Why do you think…? How do you think…? When do you think… ? Where do you think… ? How has the author made us think that…?	What do you think means? Why do you think that? Could it be anything else? I think… do you agree? Why / why not? How do you think…felt? Can you explain why? What do these words mean and why do you think that the author chose them?	What do you think…means? Why do you think that? Could it be anything else? I think…; do you agree? Why/why not? Why do you think the author decided to…? Can you explain why…? What do these words mean and why do you think that the author chose them?
Prediction	Anticipate – where appropriate – key events in stories;	Predict what might happen on the basis of what has been read so far	Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated and implied Justify predictions using evidence from the text.	Predict what might happen from details stated and implied Justify predictions using evidence from the text. **Confirm and modify predictions as they read on*
		Where do you think... will go next? What do you think... will say / do next? What do you think this book will be about? Why? How do you think that this will end? Who do you think has done it?	Where do you think will go next? What do you think. will say/do next? What do you think this book will be about? Why? How do you think that this will end? What makes you say that? Who do you think has done it?	Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the	Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the

		What might... say about that?	What might X say about that?	story?	story?
Explanation	Retell stories and poems in their play using vocabulary acquired from their reading experiences Children talk about what they have read showing some understanding.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Link what they read or hear to their own experiences Explain clearly their understanding of what has been read to them	Explain and discuss their understanding of stories, non-fiction books, poems and other material, both those that they listen to and those that they read for themselves Discuss some similarities between books Express my own views about a book or poem Listen to the opinion of others	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Identify how language, structure, and presentation contribute to meaning 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.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Identify how language, structure, and presentation contribute to meaning 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 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 Can provide reasoned justifications for their views Distinguish between statements of fact and opinion Recommend books that they have read to their peers, giving reasons for their choices
		Explain why... did that What would you do if you were...?	What is similar/different about two characters? Explain why... did that.. Is this as good as...? Which is better and why? Does the picture help us? How? What would you do if you were...?	What is similar/different about two characters? Did the author intend that? Explain why…did that. Describe different characters' reactions to the same event. Is this as good as…? Which is better and why?	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Which words do you think are most important? Why? What do you think the author meant by...?
Retrieval	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Can participate in discussion about what is read to them, taking turns and listening to what others say **Develop their knowledge of retrieval through images* **Recognise characters, events,*	Retrieve information from fiction and non-fiction books that are structured in different ways **Independently read and answer simple questions about what they have just read*	Read books that are structured in different ways and reading for a range of purposes Retrieve and record information from fiction and non-fiction texts **Skim and scan texts to record*	Read books that are structured in different ways and reading for a range of purposes Retrieve, record and present information from non-fiction **Confidently skim and scan, and also use the skill of reading*

		titles and information **Retrieve information by finding a few key words*	**Ask and answer retrieval questions*	*details* **Use relevant quotes to support their answers*	*before and after to retrieve information* **Use evidence from across larger sections of text*
		Who is your favourite character? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Who is/are the main character(s)? When/where is this story set? Which is your favourite/worst/ funniest/scariest part of the story?	Who is/are the main character(s)? 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...	Find the... in this text. Is it anywhere else? When/where is this story set? How do you know? Find the part of the story that best describes the setting. What do you think is happening here? Why? What might this mean?	Find the... in this text. Is it anywhere else? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story?
Sequence/ Summarise		Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Sequence the events of a story they are familiar with	Discuss the sequence of events in books and how items of information are related Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales **Order events from the text* **Begin to discuss how events are linked focusing on the main content of the story*	Identify main ideas drawn from more than one paragraph Summarise whole paragraphs, chapters or texts Identify themes and conventions in a wide range of books	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books
		What happens in the beginning of the story? How/where does the story start? What happened at the end of the… Can you retell the story to me in 20 words or less? What happened before that?	What happens in the story's Opening? How/where does the story start? What happened at the end of the...? What is the dilemma in this story? How is it resolved? Can you retell the story to me in 20 words or less?	What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in X words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes?	What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in… words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes?

Curriculum end points- what are we trying to achieve?

We aim to develop children's love for reading- to help them be curious, develop their imagination and understand the world around them!

We place a huge emphasis on early reading so that children can access the wider curriculum, making a difference to their life chances. This is also particularly important as they enter their next key stage and begin to engage with a wider range of materials through various subject areas.

EYFS (linked to ELG number)	KS1	KS2
• Say a sound for each letter in the alphabet and at least 10 digraphs (4) • Read words consistent with their phonic knowledge by sound-blending (4) • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (4) • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (3) • - Anticipate – where appropriate – key events in stories (3) • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (3) • Understand the past through settings, characters and events encountered in books read in class and storytelling (13) • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps (14)	• read accurately most words of two or more syllables • read most words containing common suffixes (linked to NC appendices) • read most common exception words (linked to NC appendices) **In age-appropriate books, the pupil can:** • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately, without undue hesitation **In a book that they can already read fluently, the pupil can:** • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read **Working at greater depth (independently):** • make inferences • make a plausible prediction about what might happen on the basis of what has been read so far • make links between the book they are reading and other books they have read.	• show an understanding of the meaning of vocabulary in context • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information • provide developed explanations for key information and events and for characters' actions and motivations • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts • make developed inferences drawing on evidence from the text • explain and justify inferences, providing evidence from the text to support reasoning • make developed predictions that are securely rooted in the text • identify / explain how information in non-fiction is related and contributes to meaning as a whole • identify / explain how the sequence of events in narrative fiction contributes to meaning as a whole • identify / explain how the choice of language enhances the meaning of texts

• Sing a range of well-known nursery rhymes and songs (17) • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (17)		• make accurate and appropriate comparisons within texts