

Winslow CE School Reading Progression Overview

Rainbows Pre-School	Autumn		Spring		Summer	
<p><b>Reading Spine:</b></p> <p><b>Suggested books to be used around possible themes/inspirations.</b></p> <p><b>Subject to change.</b></p>	<p>Family &amp; Me! By Michaela Dias-Hayes. We're Going on a Leaf Hunt by Steve Metzger. The Very Busy Spider by Eric Carle. Orange, Pear, Apple Bear by Emily Gravett. The Very Helpful Hedgehog by Rosie Wellesley.</p>	<p>How to Catch a Star by Oliver Jeffers. Stanleys Stick by John Hegley &amp; Neal Layton. Mud! By Annie Bailey.</p>	<p>The Snowman by Raymond Briggs. Brown bear, Brown bear what do you see? Polar Bear, Polar Bear, what can you hear? Listen to the Birds by Marion Billet. The Hug by Eoin McLaughlin &amp; Polly Dunbar.</p>	<p>I don't like Rain by Sarah Dillard. Jack and the Beanstalk. How do you make a rainbow? By Caroline Crowe &amp; Cally Johnson-Isaacs. Planting a Rainbow by Lois Elhert. The Ugly Duckling.</p>	<p>Sam Plants a Sunflower by The Bumble Bear by Nadia Shireen. The Very Greedy Bee! The Storm Whale by Julia Donaldson.</p>	<p>The StompySaurus by Rachel Bright &amp; Chris Chatterton. What the Ladybird Heard at the Seaside. My Pet Goldfish by Catherine Rayner.</p>
<p><b>Poetry Basket Focus Poems:</b></p>	<p>Falling Apples. Breezy Weather. Wise Old Owl. Cup of Tea</p>		<p>Hungry Birdies. Mrs Bluebird. Popcorn. Stepping Stones.</p>		<p>Dance. Sliced Bread. Five Little Peas. The Fox.</p>	
<p><b>Reading Skills Progression:</b></p>	<p>Listen and join in with stories and poems in small groups. Handles books carefully and the correct way up.</p>		<p>Understand 5 concepts of print. Looks and enjoys prints and digital books independently. Engage in extended conversations about stories, including new vocabulary.</p>		<p>Join in with repeated refrains and rhymes in stories. Begin to tell their own stories. Develop phonological awareness so they can spot letters/sounds. Clap syllables in a word.</p>	
<p><b>Phonics Progression:</b></p> <p><b>Little Wandle Letters &amp; Sounds.</b></p>			<p>Listening, Syllables, Rhyme &amp; Alliteration:</p> <p>1,2,3,4,5 Once I caught a fish alive! Baa, Baa Black Sheep. Down at the Station. Hey, Diddle, Diddle. Humpty, Dumpty. Jack and Jill. Pat-a- Cake. One, Two, Buckle My Shoe! The Wheels on the Bus. Twinkle, Twinkle Little Star!</p>		<p>Listening, Syllables, Rhyme &amp; Alliteration:</p> <p>A sailor went to sea. Incy, Wincy Spider! Mary, Mary, Quite Contrary. Hickory, Dickory, Dock! Miss Molly Had a Dolly. Ring-a-ring-a-roses. Row, Row, Row Your Boat. Round and Round the Garden. Wind the Bobbin Up. The Grand Old Duke of York.</p>	

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Reception	Autumn		Spring		Summer	
<b>Weekly Texts:</b> <b>(Whole Class)</b>	When a Dragon goes to school Our class is a family The Colour Monster The Little Red Hen The Enormous Turnip Pumpkin Soup	How to catch a star The Gingerbread Man The Christmas Pine Stick Man	The Three Little Pigs Goldilocks and the Three Bears. The Elves and the Shoemaker. Lost and Found. I Love Chinese New Year.	That's my Flower! The Tiny Seed. Communication week- varied texts. The Hungry Caterpillar. The Odd Egg.	Rosie's Walk. We're Going on a Bear Hunt! Tiddler. The Night Pirates. Mr Grumpy's Motor Car.	Are the Dinosaurs Dead, Dad? Would you Rather? Dear Zoo. Billy and the Beast. Stuck! A Little Bit Brave.
	'Get up, Stand Up' vocabulary introduced for each book to enhance vocabulary- see weekly planning to locate specific vocabulary.					
<b>Reading Spine:</b>  <b>Additional books that can be used alongside weekly texts.</b>	Elmer Owl babies Once there were Giants The dot The Tiger who came to tea Peace at last Information books about ourselves.	Burglar Bill Rama & Sita Christmas Story/Nativity Jolly Christmas Postman Wonky Donkey Stick Man Room on the broom Information books about people who help us, Diwali, bonfire night and Christmas	The Go Away Bird. Love Grows Everywhere. Under the Love Umbrella.	Handa's Surprise. The Woolly Bear Caterpillar. Hello Spring! Bloom.	Never Mess with a Pirate Princess. Pirate Pete. Martha Maps it Out! Coming to England. The Light House Keepers Lunch. Stella and the Seagull.	We all went on a Safari- Counting Journey through Tanzania.
<b>Poetry Basket Focus Poems:</b>	Chop, Chop (4 line poem) A Basket of Apples (6 line poem) Leaves are falling (8 line poem)		Carrot Nose (8 line poem) Pancakes (6 line poem) A Little Seed (6 line poem)		Pitter Patter (6 line poem) Thunderstorm (6 line poem) A Little Shell (8 line poem)	
<b>Reading Skills Progression:</b>	Read some letter groups that each represent one sound and say sounds for them- <b>Phase 2.</b> Read individual letters by saying the sound for them- <b>Phase 2.</b>		Blend sounds into words so that they can read short words made up of known letter-sound correspondences- <b>Phase 2&amp;3.</b> Begin to read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words- <b>Phase 2&amp;3.</b>		Re-read books to build up their confidence in word reading, fluency, understanding and enjoyment- <b>Phase 2&amp;3&amp;4:</b> Re-read what they have read to check it makes sense. Read words consistent with their phonic knowledge by sound blending- <b>Phase 2&amp;3&amp;4.</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	

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<p><b>Phonics Progression:</b></p> <p><b>Little Wandle Letters &amp; Sounds.</b></p>	<p><b>Phase 2 GPC's:</b> s a t p i n m d g o c k c k e u r h b f l</p> <p>Tricky words: is I the</p>	<p><b>Phase 2 GPC's:</b> ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)</p> <p>Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p><b>Phase 3 GPC's:</b> ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>words with double letters longer words.</p> <p>Tricky words: was you they my by all are sure pure</p>	<p><b>Review of Phase 3 GPC'S:</b> words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words, words with s /z/ in the middle, words with -s /s/ /z/ at the end, words with -es /z/ at the end.</p>	<p><b>Phase 4:</b> Short vowels with adjacent consonants, CVCC CCVC CCVCC CCCVC CCCVCC, longer words and compound words, words ending in suf xes:-ing, -ed /t/, -ed /id/ /ed/, -est</p> <p>Tricky words: said so have li e some come love do were here little says there when what one out today</p>	<p><b>Phase 4:</b> Long vowel graphemes with adjacent consonants, CVCC CCVC CCCVC CCV CCVCC, words ending in suf xes:-ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est Longer words</p>
<p><b>Group Guided Reading Books.</b> <b>Little Wandle Letters &amp; Sounds.</b></p>	<p>Guided Reading groups and levels are dependent on children's individual assessments and fluency in blending.</p> <p>Focus GPC'S, Tricky words and vocabulary specific to each book is taught as part of the guided reading sessions- see Guided Reading folder and book specific planning for details.</p>					
<p><b>Reading assessment</b></p>	<p>Little Wandle half termly assessments completed in line with above Phonics progression in Reception. This is altered accordingly for different children based on their rates of progress and interventions required.</p> <p>Children need to be secure at the end of Spring 2 learning in assessment to meet ELG for reading at the end of Reception in terms of GPC's.</p>					
<p><b>Read aloud opportunities</b></p>	<p>Poetry Basket Reading repeated refrains in stories Helicopter stories – reading aloud and performing their stories. Small group Guided Reading Sessions- 2/3 times weekly- decoding, prosody &amp; comprehension.</p>	<p>Poetry Basket Reading repeated refrains in stories Sentences in Phonics lessons daily. Small group Guided Reading Sessions- 2/3 times weekly- decoding, prosody &amp; comprehension.</p>	<p>Poetry Basket Reading repeated refrains in stories Sentences in Phonics lessons daily. Small group Guided Reading Sessions- 2/3 times weekly- decoding, prosody &amp; comprehension.</p>			

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<p><b>Reading for pleasure opportunities</b></p>	<p>Daily voting station for reading in class. Books out and accessible throughout continuous provision in class. Parents Stay &amp; Read Session.</p>	<p>Daily voting station for reading in class. Books out and accessible throughout continuous provision in class. Bucks Communication Week. World Book Day. Parents Stay &amp; Read Session.</p>	<p>Daily voting station for reading in class. Books out and accessible throughout continuous provision in class. Opportunities to read stories to Rainbows Preschool.</p>
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Winslow CE School Reading Progression Overview

Year 1	Autumn				Spring		Summer	
	Sentence stacking		Writing Units		Sentence stacking	Writing Units	Sentence stacking	Writing Units
<b>Text type</b>	Poetry		Narrative  Instructional Texts – how to make a jam sandwich  Christmas Book week focus book		Traditional Tales  Non fictional report	Narrative  Retell	Narrative  Recount	Poetry  Information text
<b>Model text / linked texts</b>	Firework Night – Andrew Collett		Stanley’s Stick, Somebody Swallowed Stanley, the Great Paper Cap, The Leaf Thief		Little Red Riding Hood by Lori Don  The Mighty Oak	Queens Hat by Steve Anthony  Easter Story - Bible	Storm Whale Owl Babies	Selection of non fiction animal books  Our Beach Visit  Summertime Poem
<b>Reading preparation (key terminology)</b>	Firework Poem: Firework Sparkle Exciting celebration bright nighttime ooh ah boom star	Explosion firecracker Display Launch Safety rocket sizzle	swallowed Stanley: Swallow Recycling Reduce reuse barnacles spluttered  Leaf: Autumn disappearing culprit puzzled	Stick: Found perfect building exploring  Paper caper: baffled detective mystery  Instructions: verbs – slice spread fold	Clutched, handsome, peered, frowned, prepare, farewell, loped, creaky, bounded, vanished, nightcap, ruffle, tracking, bulging	Strolling, swish, soared, whoosed, swept, swoosh, further, floated	Raged, shore, wondered, sneak, belonged, trunk, hunting, brave, flapped, suppose, swooped	Habitat, living creature, moulded, awe-inspiring, strolled, scooped
<b>Reading skills:</b>  <b>Decoding</b>	Reciting poems – building fluency Visual aids Word recognition and key words		Visual aids Word recognition and key words Discussing meaning of words		Vocabulary building Visual aids Word recognition and key words	Vocabulary building Visual aids Word recognition and key words	building Visual aids Word recognition and key words	Reciting poems – building fluency Visual aids Word recognition and key words

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<p><b>Range of reading</b></p> <p><b>Familiarity with texts</b></p> <p><b>Poetry &amp; performance</b></p> <p><b>Word meanings</b></p> <p><b>Comprehension</b></p> <p><b>Inference</b></p> <p><b>Prediction</b></p> <p><b>Authorial intent</b></p> <p><b>Discussion reading</b></p>	<p>Discussing meaning of words</p> <p>Vocab building</p> <p>Reading to peers and teachers</p>	<p>Vocab building</p> <p>Reading to peers and teachers</p>	<p>Discussing meaning of words</p> <p>Understanding the differences between non-fiction and fiction texts</p> <p>Reading to Year 2</p>	<p>Discussing meaning of words</p> <p>Reading to peers and teachers</p>	<p>Discussing meaning of words</p> <p>Understanding the differences between non-fiction and fiction texts</p> <p>Reading to different teachers</p>	<p>Discussing meaning of words</p> <p>Vocab building</p> <p>Reading to peers and teachers</p>
<p><b>Reading assessment</b></p>	<p>Little Wandle</p>	<p>Little Wandle</p>	<p>Little Wandle</p>	<p>Little Wandle</p>	<p>Little Wandle</p>	<p>Little Wandle</p>
<p><b>Reading spine</b></p>	<p>Traditional nursery rhymes.</p> <p>The Owl and the Pussy Cat.</p> <p>Dinosaurs and all that rubbish.</p>	<p>The Night Before Christmas (poem)</p>	<p>Traditional tales</p> <p>The true story of the three little pigs.</p> <p>The three little wolves and the bad pig.</p> <p>The day the crayons quit.</p>	<p>Grandpa</p>	<p>Owl Babies</p> <p>Cat in the Hat</p>	<p>Lost and Found</p>
<p><b>Read aloud opportunities</b></p>	<p>Reading poem to year 2</p> <p>Guided reading</p>	<p>Reading instructions to each other</p> <p>Guided reading</p>	<p>Reading non fiction text to each other</p> <p>Guided reading</p>	<p>Reading to other teachers and Mrs White</p> <p>Guided reading</p>	<p>Reading to different teachers</p> <p>Guided reading</p>	<p>Reading poem to each other</p> <p>Guided reading</p>
<p><b>Reading for pleasure opportunities</b></p>	<p>Daily story time at the end of the day reading a variety of texts based on children's' interest</p>	<p>Stay and Read – September with parents</p>	<p>Daily story time at the end of the day reading a variety of texts based on children's' interest</p>	<p>Stay and Read – March- with parents</p>	<p>Daily story time at the end of the day reading a variety of texts based on children's' interest</p>	

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Year 2	Autumn				Spring				Summer			
	Sentence stacking		Writing Units		Sentence stacking		Writing Units		Sentence stacking		Writing Units	
Text type	A1 Character description	A2 Non-fiction diary entry	A1 Character description	A2 Poetry	S1 Biography	S2 Non-chronological report	S1 Setting description	S2 Diary entry	Su1 Narrative	Su2 Non-chronological report	Su1 Persuasive letter	Su2 Poetry
Model text / linked texts	The Barnabus project by The Fan Brothers	Vlad and the great fire of London by Kate Cunnigham	The barnabus project by The Fan Brothers	Journey by Aaron Becker	Malala's magic pencil by Malala Yousafzai	<a href="#">The Bug Girl by Sophia Spencer</a> A way with wild things by Larissa Theule	Lights on cotton rock by David Litchfield	The house that once was by Julie Fogliano	Milo imagines the world by Matt de la Peña	Off we go to Mexico by Laurie Krebs	Mother earth is weeping by Clare Donald	The Magic Box by Kit Wright (poem)
Book Talk texts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading preparation (key terminology)	Commotion, bell jar, valve, appalling, monstrous, whooped,	Flea Plague Feasted Crumbs flickered 'smoke curled' Dozy Blazing Furniture Encouragement Panting Thatched Staggered Possessions Muttering Rage	Commotion, bell jar, valve, appalling, monstrous, whooped,	Wordless text	Trash Erase Valley Swatting War Poverty Hunger Forbidden 'speak out' International Speech 'silence me' Chorus	<a href="#">Conservatory</a> <a href="#">Perched</a> <a href="#">Flitted</a> <a href="#">Continent</a> <a href="#">Scientific name</a> <a href="#">arthropods</a> <a href="#">Kindergarten</a> <a href="#">Prehistoric</a> <a href="#">Entomologists</a> <a href="#">Article</a>  Patiently Newest symphony Coaxed Weaving Florals Landscape Pouring Brocade drape Menagerie Drifting Vibrated Milling Fragile Swelled Anisoptera Wallflower	Magic Wonder Noticed Relieved Electricity signals Radio waves Pour Shimmering	Leaning Peeling Welcomed Winding Creaking Fading Portraits Twirl Records Shipwrecked Wandering Tangled	Clatters Screech Aboard Motion Lolling Whiskered Trudging Cluttered Mewling Burrowing Parakeet Tepid Solitaire Scuff Gourmet Bustling Pronounced Infinite Reciting	Turquoise Canyon 'dare not' Festival Village square Ancient Mariachi Strum Native Supply Plaza 'monarch butterflies' Farewell	Bontiful, indigenous, smog, menace, toxins, prospered, despair, head, worrisome plight, fretting, squabble, displacing, abundance, plunder, solemnly, beckoned, oblige, inclined, surmount, renewable, optimistic	Sari Violet Gujarati Fashioned Toe joints High-rolling Breakers Ashore

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<p><b>Reading skills:</b></p> <p><b>Decoding</b></p> <p><b>Range of reading</b></p> <p><b>Familiarity with texts</b></p> <p><b>Poetry &amp; performance</b></p> <p><b>Word meanings</b></p> <p><b>Comprehension</b></p> <p><b>Inference</b></p> <p><b>Prediction</b></p> <p><b>Authorial intent</b></p> <p><b>Discussion reading</b></p>	<p>Autumn 1</p> <p>Sequencing events of a story or text</p> <p>Drawing information from a text in oral discussion</p> <p>Begin to make inferences and predictions in discussion</p>	<p>Autumn 2</p> <p>Sequencing events of a story or text</p> <p>Drawing information from a text as part of written comprehension questions</p> <p>Begin to make inferences and predictions in discussion</p> <p>Discuss vocabulary in text and how we can use it to help us understand the texts</p>	<p>Spring 1</p> <p>Sequencing events of a story or text and drawing information from a text as part of written comprehension questions</p> <p>Begin to answer inference and vocabulary based written questions</p> <p>Make predictions as part of discussions</p> <p>Begin to make links between books in discussion</p>	<p>Spring 2</p> <p>Sequencing events, drawing information and making inferences and understanding vocab as part of written comprehension</p> <p>Begin to answer prediction based written questions</p> <p>Continue to develop making links between books in discussion</p>	<p>Summer 1</p> <p>Sequencing events, drawing information, making inferences and making predictions, and understanding vocab as part of written comprehension</p> <p>Continue to develop making links between books in discussion</p> <p>GD – making links between books independently.</p>	<p>Summer 2</p> <p>Sequencing events, drawing information, making inferences and making predictions, and understanding vocab as part of written comprehension</p> <p>Continue to develop making links between books in discussion</p> <p>GD – making links between books independently.</p>
<p><b>Reading assessment</b></p>	<p>Phonics assessments</p>	<p>Phonics assessments</p> <p>Fluency assessments for those who are fluent at phase 5 to put these children onto the fluency programme.</p> <p>Star tests for those ready for AR.</p>	<p>Phonics assessment and fluency assessments where applicable.</p> <p>SATs reading practise paper for all children on phase 5 and above.</p>	<p>Phonics assessment and fluency assessments where applicable.</p> <p>Star tests for those on AR.</p> <p>SATs reading practice paper for all aside from BLW</p>	<p>Phonics assessment and fluency assessments where applicable.</p> <p>SATs reading paper</p>	<p>Phonics assessment and fluency assessments where applicable.</p> <p>Star tests for those on AR.</p>
<p><b>AR</b></p>	<p>N/A - not all children access this.</p>					



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	Star tests for those who are ready will be completed in autumn and spring, but even by summer not all chn will be ready for this.					
<b>Reading spine</b>	The colour monster  Where the wild things are	Lost and found  Mirror	The book with no pictures  Voices in the park	The heart and the bottle  Dinosaurs and all that rubbish	The true story of the 3 little pigs  The three little pigs and the big bad wolf  The three pigs by David Weisner	Grandad's island  The stinky cheese man and other fairly stupid tales
<b>Read aloud opportunities</b>		Reading poetry aloud to Year 1  Christmas nativity		Sharing writing with parents – reading to them	Reading letter aloud	Reading poetry aloud
<b>Reading for pleasure opportunities</b>	The Night Gardener by the Fan Brothers  Other books by Jill Tomlinson  Little Goose's Autumn by Elli Woolard	A boy called Christmas by Matt Haig  Trilogy of wordless books by Aaron Becker  Window by Jeannie Baker  Midnight Fair by Gideon Sterer	The penguin who wanted to find out by Jill Tomlinson  Bear and the Piano by David Litchfield  Little People Big Dreams books  Safia Valdez future prez by Andrea Beaty  Iggy Peck Architect by Andrea Beaty	Little Bear's Spring by Elli Woolard  The Bumblebear by Nadia Shareen  One day on our blue planet: in the Antarctic by Ella Bailey  Du Iz Tak by Carson Ellis	The Adventures of Harry Stevenson by Ali Pye  Dear Earth by Isobel Otter  Greta and the Giants by Zoe Tucker  Last by Nicola Davies	Caterpillar Cake by Matt Goodfellow  I am the seed that grew the tree by Fiona Waters  All are welcome by Alexandra Penfold

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Year 3	Autumn					Spring		Summer	
	Sentence stacking		Writing Units			Sentence stacking	Writing Units	Sentence stacking	Writing Units
Text type	A1 Narrative	A2 Acrostic poems	A1 Explanation	A2 Character and setting description	A2 Poetry	S1 Alternative fairytale	S1 Narrative Setting description	Su1 Non Chronological report	Su2 Instructions
Model text / linked texts	Stone Age Boy- by Satoshi Kitamura	Lost Words by Robert Macfarlane	The Street Beneath My Feet by Charlotte Guillian	The Wild Way Home by Sophie Kirtley	Dear Father Christmas by Alan Durant	The True Story of the Three Little Pigs	The Secret of Black Rock by Joe Todd Stanton The Great Kapok Tree by Lynne Cherry	The boy who Grew Dragons	My Strong Mind
Book Talk texts	Leonora Bolt: Secret Inventor by Lucy Brandt		The Wild Way Home by Sophie Kirtley			The boy who grew dragons by Andy Shepherd	The boy who grew dragons by Andy Shepherd	Alice's adventures in wonderland – Lewis Carroll	Alice's adventures in wonderland – Lewis Carroll
Reading preparation (key terminology)	Ancient Journey Curious Discover Surprise Strange Impressive Dangerous Community Shelter Adventure Explore Tools Brave Stone age Caveman Hunter-gatherer Mammoth Flint Spear Bison Artefact Prehistoric Clan Fire-starting Carving	Fern Meadow Dappled Rustle Perch Roam Twilight Scurry Acorn Heron Kingfisher Adder Otter Bluebell Heather Willow	Underground layers Soils Railway systems Archaeology Artefacts Fossils Excavations Minerals Igneous Metamorphic Magma Earth's surface Inner core Outer core	Wilderness Prehistoric Mandel Forest Flint Spearheads Bracken Midsummer Clearing Mound Haze Swerve Predators Abandoned Ominous Veer Silhouetted Stone Age	Glimmer Drift Quiver Gaze Flicker Loom Whisper Murmur Tangle Carolling Wreath Tinsel Ivy Nativity Manger Yule Chimney	Villain Huffs & puffs Angry Violent Evil Menacing Generous Friendly Considerate Framed Specific adjectives  Mythical creatures Discovery Dragon Fruit Loyal companion Mischievous Adventure Friendship Imagination Protect Growth	Mythical creatures Discovery Dragon Fruit Loyal companion Mischievous Adventure Friendship Navigating Imagination Protect Community Journey Growth  Tropical Dense forest High rain fall Biodiversity Equator Canopy Ecosystem Species Habitat Threat Deforestation	Mythical creatures Discovery Dragon Fruit Loyal companion Mischievous Adventure Friendship Navigating Imagination Protect Community Journey Growth	Resilience, mindfulness, self-care, emotional intelligence, similarities, differences, wellbeing, zones of regulation, feelings, anger, sadness, excited, worried, happy,

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							Conservation Indigenous peoples		
<b>Reading skills:</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Conservation Indigenous peoples		Summer 2	
<b>Decoding</b>	Word reading: Continue to use phonic knowledge to decode unfamiliar words	Word reading: Continue to use phonic knowledge to decode unfamiliar words	Word reading: Continue to use phonic knowledge to decode unfamiliar words Apply knowledge of prefixes and suffixes Common exception words	Word reading: Continue to use phonic knowledge to decode unfamiliar words	Word reading: Continue to use phonic knowledge to decode unfamiliar words	Word reading: Continue to use phonic knowledge to decode unfamiliar words Apply knowledge of prefixes and suffixes Common exception words		Word reading: Continue to use phonic knowledge to decode unfamiliar words Apply knowledge of prefixes and suffixes Common exception words	
<b>Range of reading</b>									
<b>Familiarity with texts</b>									
<b>Poetry &amp; performance</b>	Vocabulary: Talk about word meaning and learn new vocabulary	Apply knowledge of prefixes and suffixes	Vocabulary: Talk about word meaning and learn new vocabulary Check meanings of words Explain meanings of words Discuss adjectives/nouns/ verbs	Apply knowledge of prefixes and suffixes	Vocabulary: Talk about word meaning and learn new vocabulary Check meanings of words Explain meanings of words Discuss adjectives/nouns/ verbs	Vocabulary: Talk about word meaning and learn new vocabulary Check meanings of words Explain meanings of words Discuss adjectives/nouns/ verbs		Vocabulary: Talk about word meaning and learn new vocabulary Check meanings of words Explain meanings of words Discuss adjectives/nouns/ verbs	
<b>Word meanings</b>	Check meanings of words	Common exception words							
<b>Comprehension</b>	Explain meanings of words	Vocabulary: Talk about word meaning and learn new vocabulary	Retrieval: Answer basic retrieval questions Discuss understanding of text Know and discuss setting, characters and events Ask questions to improve understanding	Common exception words	Retrieval: Answer basic retrieval questions Discuss understanding of text Know and discuss setting, characters and events Ask questions to improve understanding	Retrieval: Answer basic retrieval questions Discuss understanding of text Know and discuss setting, characters and events Ask questions to improve understanding		Retrieval: Answer basic retrieval questions Discuss understanding of text Know and discuss setting, characters and events Ask questions to improve understanding	
<b>Inference/Prediction</b>									
<b>Authorial intent</b>	Retrieval: Answer basic retrieval questions Discuss understanding of text Retrieve and record information from non-fiction Know and discuss setting, characters and events Ask questions to improve understanding	Check meanings of words Explain meanings of words Discuss adjectives/nouns/ verbs	Inference: Identify main ideas from paragraphs and summarise Draw inferences on characters feelings Predict what might happen from details stated	Vocabulary: Talk about word meaning and learn new vocabulary Check meanings of words Explain meanings of words Discuss adjectives/nouns/ verbs	Inference: Identify main ideas from paragraphs and summarise Draw inferences on characters feelings Predict what might happen from details stated	Inference: Identify main ideas from paragraphs and summarise Draw inferences on characters feelings Predict what might happen from details stated		Inference: Identify main ideas from paragraphs and summarise Draw inferences on characters feelings Predict what might happen from details stated	
<b>Discussion reading</b>		Retrieval: Answer basic retrieval questions Discuss understanding of text Know and discuss setting,							
	Inference: Identify main ideas from								
				Retrieval: Answer basic retrieval questions					

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	paragraphs and summarise	characters and events  Inference:  Identify main ideas from paragraphs and summarise Draw inferences on characters feelings Predict what might happen from details stated		Discuss understanding of text Know and discuss setting, characters and events Ask questions to improve understanding  Inference:  Identify main ideas from paragraphs and summarise Draw inferences on characters feelings Predict what might happen from details stated				
<b>Reading assessment</b>	Reading comprehension activities	Reading comprehension activities	Reading comprehension activities	Reading comprehension activities	Reading comprehension activities	Reading comprehension activities	Reading comprehension activities	Reading comprehension activities
<b>AR</b>	Star test 1				Star test 2		Star test 3	
<b>Reading spine</b>	Cloud Busting – Malorie Blackman	Revolting Rhymes- Roald Dahl	The Midnight Fox – by Betsy Byars	Winnie the Pooh-	The Iron Man- Ted Hughes	Alice’s adventures in wonderland – Lewis Carroll	Cloud Busting – Malorie Blackman	Revolting Rhymes- Roald Dahl

Winslow CE School Reading Progression Overview

				A.A Milne				
<b>Read aloud opportunities</b>	Book Talk Reading work aloud in English lessons	Reading poetry Reading to parents	Reading to Year 1	Reading aloud to the year group	Reading to the year group and Year 6	Reading to Mr Lawrence and grandparents	Book Talk Reading work aloud in English lessons	Reading poetry Reading to parents
<b>Reading for pleasure opportunities</b>	The Pebble In my pocket The Secret of Black Rock Rocks and soils information texts Geography books about rivers Almost nothing yet everything	Human body Science books linked to topic Topic books linked to Ancient Greece topic	How to train your dragon Human body Science books linked to topic	Light & Dark books linked to Science topic Geography books on Brazil linked to topic. Rainforest books linked to Geography topic	Science topic books- Plants History- schools from different time periods The Creakers- Tom Fletcher	Science topic books- forces and magnets Geography- books relating to geographical regions in UK and cities	The Pebble In my pocket The Secret of Black Rock Rocks and soils information texts Geography books about rivers Almost nothing yet everything	Human body Science books linked to topic Topic books linked to Ancient Greece topic

Winslow CE School Reading Progression Overview

Year 4	Autumn				Spring		Summer		
	Sentence stacking		Writing Units		Sentence stacking	Writing Units		Sentence stacking	Writing Units
<b>Text type</b>	Narrative – mystery  Christmas book week focus text: A Christmas Carol (LS)		Poetry  Explanation Text  Setting Description		Diary	Non Chronological Report  Persuasive  Fantasy – Sci Fi		Balanced Argument  Film Unit	Character Description  Recount  Film Unit (LS)
<b>Model text / linked texts</b>	The Whale by Ethan Murrow and Vita Murrow		Chocolate Cake by Michael Rosen  The Shirt Machine (Film Unit) unpicking technical vocabulary.  The Lion, The Witch and The Wardrobe by C.S. Lewis		The Journal of Iliona - A Roman Slave by Richard Platt	Escape from Pompeii  WBD -reading for pleasure  The Lost Thing by Shaun Tan		Zoo by Anthony Browne	Kensukes Kingdom by Michael Morpurgo  The Miraculous journey of Edward Tulane by Kate Dicamillo
<b>Book Talk texts</b>	The Ancient Egypt Sleepover by Stephen Davies  The Secret Lake Book by Karen Inglis		The Firework makers daughter by Phillip Pullman  A Christmas Carol by Charles Dickens		Race to the Frozen North by Catherine Johnson	The Wild Robot by Peter Brown  Monkey Puzzle by Julia Donaldson		Anglo Saxon Boy by Tony Bradman  The Last Bear by Hannah Gold	Kensuke's Kingdom
<b>Reading preparation (key terminology)</b>	(AES) Eerie Glimpse Hesitant Crumble Mysterious Shimmer Stumble Curious Cautious Enormous	(TSL) Enchanting Mysterious Peculiar Whimsical Conundrum Serendipity Ingenious Inquisitive Tranquil Bewilderment	<u>Shirt machine:</u> Curious Desire Appear Create Imagine Problem Solution Sudden Change Unique Machine Invention Shirt Automation Fabric	(TFWMD) Resplendent Pondered Enchanting Quizzical Jubilant Ingenious Peculiar Bewildered Vivacious Devious Melancholy Astonished Whimsical Serene Luminous Spectacular	(R to FN) Expedition Perseverance Adversity Navigation Endurance Resilience Resourcefulness Polar Isolation Survival Arctic Frostbite Aurora Meticulous Sledging Frigid	(TWR) Inquisitive Serene Astonished Ponder Confide Persevere Unfamiliar Dilemma Companionship Resilient Belligerent Formidable Ingenious Enigmatic Ephemeral Quizzical	(ASB) Gratitude Persistence Compassion Resilience Diligence Integrity Empathy Collaboration Curiosity Optimism Chivalry Nobility Valiance Fortitude Sagacity Benevolence	(KK) Isolated Mysterious Resilient Astonished Desolate Precarious Peculiar Enigmatic Conspicuous Sanctuary Archipelago Inexplicable Rendezvous Perseverance Quandary Gallivanting	

Winslow CE School Reading Progression Overview

	<p>Obelisk Mummification Pyramid Tomb Canopic jars Papyrus</p>	<p>Precarious Elaborate Nebulous Phenomenal Manifestation</p>	<p>Mechanism Customisation Production Malfunction Technology</p> <p><u>The Whale:</u> Venture Glimpse Perilous Expedition Determination Reluctant Resilient Perception Vast Curiosity Harpoon Nautical Sonar Marine Buoy Barnacle Cetacean Baleen Submersible navigation</p>	<p>Clamorous Elaborate Wondrous Radiant</p> <p>Pyrotechnics Concoction Conundrum Incantation Alchemy Pragmatic Nebulous Pinnacle Ephemeral Serendipity Juxtapose Obfuscate Nebula Eclipsed Ethereal Panache Incandescent Enigmatic Ebullient Phosphorescent</p> <p><u>LWW):</u> Perplexed Intriguing Betrayal Enchanted Luminous Parliament Resplendent Allegiance Sublime Cunning Profound Exquisite Deception Vanquish</p> <p>Malevolent</p>	<p>Acrimonious Boreal Inhospitable Peregrination</p>	<p>Conundrum Disparate Prolific Astute</p>	<p>Stoicism Conscientiousness Rectitude Magnanimity</p> <p>(TLB) Isolated Enigmatic Resilient Confrontation Sanctuary Pensive Alliance Persevere Formidable Tumultuous Ursine Arcticine Tundra Glacierized Fauna Symbiosis Apex Predator Frigidarium Hibernaculum Rostral</p>	<p>Cacophony Inscrutable Belligerent Ineffable</p> <p>(ET) Elegant Embark Ponder Endure Melancholy Inquisitive Conceited Adorn Enchanting Resilient Pertinent Voracious Ardent Peculiar Sagacious Disdain Ineffable Pernicious Discern Vex</p>
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Winslow CE School Reading Progression Overview

			Chivalry Precarious Inexorable Furtive Surreptitious. Avarice Majestic Malevolence Ardent Confound Ineffable Voracious Exonerate				
<p><b>Reading skills:</b></p> <p><b>Decoding</b></p> <p><b>Range of reading</b></p> <p><b>Familiarity with texts</b></p> <p><b>Poetry &amp; performance</b></p> <p><b>Word meanings</b></p> <p><b>Comprehension</b></p> <p><b>Inference/Prediction</b></p> <p><b>Authorial intent</b></p> <p><b>Discussion reading</b></p>	<p>Decodes and reads words accurately and fluently appropriate for the Year 4 level.</p> <p>Demonstrates an understanding of phonics principles, including blends, digraphs, and common vowel patterns.</p> <p>Reads and comprehends a variety of texts.</p> <p>Checks the meanings of words using teacher prepared definitions. Explain the meaning of words and know how to use them in the correct context.</p> <p>Shows a solid understanding of the main ideas, characters, and events in the texts.</p> <p>Identifies key elements such as setting, plot, and character motivations</p> <p>Recognises and discusses basic poetic devices (e.g., rhyme, rhythm, and imagery).</p>	<p>Checking that the book makes sense and discussing understanding and exploring the meaning of words in context.</p> <p>Discussing unfamiliar words and how they change the context of what is written</p> <p>Use dictionaries to check the meaning of words read.</p> <p>Ask questions to improve the understanding of the text.</p> <p>Reads and comprehends a variety of texts. Checks the meanings of words using teacher prepared definitions. Explain the meaning of words and know how to use them in the correct context.</p> <p>Identify how text structure/presentation contributes to meaning and understanding.</p> <p>Identify main areas from more than one paragraph and summarise.</p>	<p>Uses a range of strategies to decode unfamiliar words and apply knowledge of root words (word families) to read.</p> <p>To read aloud and understand the meaning of new words.</p> <p>Read all year 3 and 4 common exception words.</p> <p>Reads and comprehends a variety of texts. Checks the meanings of words using teacher prepared definitions. Explain the meaning of words and know how to use them in the correct context.</p> <p>Explain the meaning of words and know</p>	<p>Uses a range of strategies to decode unfamiliar words and apply knowledge of root words (word families) and prefixes and suffixes to read.</p> <p>Prosody/expression</p> <p>To read aloud and understand the meaning of new words.</p> <p>Read and comprehend a variety of texts. Checks the meanings of words using teacher prepared definitions. Explain the meaning of words and know how to use them in the correct context.</p> <p>Discuss how words and phrases have been used to build</p>	<p>To read aloud and understand the meaning of new words.</p> <p>Read all year 3 and 4 common exception words. Reads and comprehends a variety of texts. Checks the meanings of words using teacher prepared definitions. Explain the meaning of words and know how to use them in the correct context. Use dictionaries to check the meaning of words read.</p> <p>Shows a solid understanding of the main ideas, characters, and events in the texts.</p>	<p>Uses a range of strategies to decode unfamiliar words and applies knowledge of root words (word families).</p> <p>Read all year 3 and 4 common exception words. Reads and comprehends a variety of texts.</p> <p>Shows a solid understanding of the main ideas, characters, and events in the texts. Identifies key elements such as setting, plot, and character motivations</p> <p>Recognises and discusses basic poetic devices (e.g., rhyme, rhythm, and imagery).</p>	



Winslow CE School Reading Progression Overview

	<p>Understands the connection between language and performance in poetry, considering elements like tone and pacing. Identify how text structure/presentation contributes to meaning and understanding. Utilises various strategies such as context clues, prefixes, suffixes, and word roots to decipher unfamiliar words.</p> <p>Demonstrates a clear understanding of the main ideas and details within a text. Begins to recognise and interpret implied meanings and intentions in simple texts. Check the text makes sense and correct inaccurate reading. Discuss understanding of a text. Ask questions to improve understanding of a text.</p> <p>Makes reasonable predictions about the text based on prior knowledge and textual clues. Adjusts predictions as new information is revealed in the text.</p> <p>Identifies the author's purpose and perspective in simple texts.</p> <p>Participates actively in discussions, sharing thoughts and ideas.</p>	<p>Retrieve and record from a non-fiction text. Discuss understanding of a text. Ask questions to improve understanding of a text. Answer retrieval questions using evidence in the text. Know and discuss setting, character, event changes across a text. Identify themes in a range of books.</p> <p>Predict what might happen next from details stated. Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence from the text.</p> <p>Identifies the author's purpose and perspective in simple texts.</p>	<p>how to use them in the correct context. Use dictionaries to check the meaning of words read.</p> <p>Shows a solid understanding of the main ideas, characters, and events in the texts. Identifies key elements such as setting, plot, and character motivations</p> <p>Check the text makes sense and correct inaccurate reading. Retrieve and record from a non-fiction text. Discuss understanding of a text. Ask questions to improve understanding of a text. Answer retrieval questions using evidence in the text. Know and discuss setting, character, event changes across</p>	<p>a picture for the reader.</p> <p>Shows a solid understanding of the main ideas, characters, and events in the texts. Identifies key elements such as setting, plot, and character motivations</p> <p>Check the text makes sense and correct inaccurate reading. Answer retrieval questions using evidence in the text. Identify themes in a range of books.</p> <p>Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence from the text. Predict what might happen from details stated.</p> <p>Identifies the author's purpose and perspective in simple texts.</p>	<p>Identifies key elements such as setting, plot, and character motivations</p> <p>Check the text makes sense and correct inaccurate reading. Retrieve and record from a non-fiction text. Discuss understanding of a text. Ask questions to improve understanding of a text. Answer retrieval questions using evidence in the text. Know and discuss setting, character, event changes across a text. Identify themes in a range of books. Identify how structure and presentation contributes to meaning and understanding</p> <p>Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence from the</p>	<p>Understands the connection between language and performance in poetry, considering elements like tone and pacing. Identify how text structure/presentation contributes to meaning and understanding.</p> <p>Checks the meanings of words using teacher prepared definitions. Explain the meaning of words and know how to use them in the correct context. Discuss how words and phrases have been used to build a picture for the reader.</p> <p>Check the text makes sense and correct inaccurate reading. Retrieve and record from a non-fiction text. Discuss understanding of a text. Ask questions to improve understanding of a text. Answer retrieval questions using evidence in the text. Know and discuss setting, character, event changes</p>
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Winslow CE School Reading Progression Overview

	<p>Discuss understanding of a text. Discuss how words and phrases have been used to build a picture for the reader.</p>		<p>a text. Identify themes in a range of books. Identify how structure and presentation contributes to meaning and understanding. Identify main ideas from more than one paragraph and summarise.</p> <p>Predict what might happen from details stated. Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence from the text.</p> <p>Identifies the author's purpose and perspective in simple texts.</p> <p>Discuss how words and phrases have been used to build a picture for the reader.</p>		<p>text. Predict what might happen from details stated.</p> <p>Identifies the author's purpose and perspective in simple texts.</p>	<p>across a text. Identify themes in a range of books. Identify how structure and presentation contributes to meaning and understanding</p> <p>Predict what might happen from details stated. Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence from the text.</p> <p>Identifies the author's purpose and perspective in simple texts.</p>
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Winslow CE School Reading Progression Overview

<b>Reading assessment</b>	Weekly comprehension lessons	End of autumn term Headstart assessment	Weekly comprehension lessons	End of spring term Head start assessment	Weekly comprehension lessons	End of summer term Headstart assessment
<b>AR</b>	Star test 1	Star Test 2		Star Test 3		Star test 4
<b>Reading spine</b>	The Firework makers daughter by Phillip Pullman (non-linear)	The Lion, the Witch and the wardrobe by C.S Lewis (Archaic)  Charlotte's Web by E.B. White (Archaic)  A Christmas Carol – Charles Dickens.			The Butterfly Lion by Michael Morpurgo (Complexity of Narrator)  The Tunnell by Anthony Browne (Complexity of Plot)	Cloud Busting by Malorie Blackman (Resistant)
<b>Read aloud opportunities</b>	Book Talk session opportunities.	Read aloud poems own versions of 'Chocolate Cake'  Book Talk session opportunities  Christmas production.	Book Talk session opportunities.	Book Talk session opportunities.		
<b>Reading for pleasure opportunities</b>	Who let the Gods out? By Maz Evans	The Lion, the witch and the wardrobe by C.S. Lewis  The Firework makers daughter by Phillip Pullman (non-linear)  Charlotte's Web by E.B. White (Archaic)	The Journal of Iliona - A Roman Slave by Richard Platt	LOB By Linda Newbery	The Butterfly Lion by Michael Morpurgo  The Tunnell by Anthony Browne	Cloud Busting by Malorie Blackman

Winslow CE School Reading Progression Overview

Year 5	Autumn		Spring		Summer	
	Sentence stacking	Writing Units	Sentence stacking	Writing Units	Sentence stacking	Writing Units
<b>Text type</b>	Mythical Adventure Story	Non-Chronological Report (Lit Shed unit) Poem (Lit Shed unit) Informal Letter Character Description	Biography	Setting description (Lit Shed) Narrative poetry	Persuasive speech Persuasive letter	Adventure/Fantasy story
<b>Model text / linked texts</b>	Arthur and the Golden Rope (JC)	The Great Barrier Reef (JC) Street Child A Christmas Carol	Hidden Figures by Margot Lee Shetterly The Extraordinary Life of Katherine Johnson by Devika Jina	Pandora model text	Model text (JC) Kick by Mitch Johnson	Leon and the Place Between by Angela McAllister
<b>Book Talk texts</b>	Viking Boy	Street Child	Orion Lost	Orion Lost	Kick	Harry Potter
<b>Reading preparation (key terminology)</b>	Arthur and the Golden Rope vault artefacts humble subsequence ancestors townsfolk wondrous clambered bounded relight realms	The Great Barrier Reef: teaming fluorescent adorns species individual mutually-beneficial biodiversity interact ecosystem entices venomous	Hidden Figures: trajectory orbit computer sputnik astronaut launch aerodynamics segregation calculation discrimination equality	Pandora model text: bioluminescent hexapods toxic intoxicating perfume nocturnal flora fauna	Kick: child labour mandatory brands laboriously aspiration minority accountable poverty unemployed	Leon and the Place Between: show tent tricks crowd lanterns fidgeted jugglers tumbled skittles pounding magician
<b>Reading skills:</b>	Answer retrieval questions using evidence in the text	Ask questions to improve understanding of vocabulary	Ask questions to improve understanding of vocabulary	Ask questions to improve understanding of vocabulary	Explain and discuss what has been read.	Make plausible predictions about what might happen from details stated or implied
<b>Decoding</b>					Discuss and explain how narrative content is related and contributed to meaning as a whole	and support with reference to the whole text.
<b>Range of reading</b>	Ask questions to improve understanding of vocabulary	Ask questions to improve understanding of text	Check the meanings of words using teacher prepared definitions	Check the meanings of words using teacher prepared definitions		
<b>Familiarity with texts</b>				Use dictionaries to check the meaning of words	Make plausible predictions about what might happen from details stated or implied	Know and discuss setting, character and event changes across a text
<b>Poetry &amp; performance</b>	Ask questions to improve understanding of text	Check the meanings of words using teacher prepared definitions	Use dictionaries to check the meaning of words			

Winslow CE School Reading Progression Overview

<p><b>Word meanings</b></p> <p><b>Comprehension</b></p> <p><b>Inference</b></p> <p><b>Prediction</b></p> <p><b>Authorial intent</b></p> <p><b>Discussion reading</b></p>	<p>Explain and discuss what has been read</p> <p>Check the meanings of words using teacher prepared definitions</p> <p>Explain the meanings of words and know how to use in the correct context</p> <p>Explore the meaning of words in context</p> <p>Use dictionaries to check the meaning of words read</p> <p>Know and discuss setting, character and event changes across a text</p> <p>Discuss and explain how narrative content is related and contributed to meaning as a whole</p>	<p>Explain the meanings of words and know how to use in the correct context</p> <p>Use dictionaries to check the meaning of words</p> <p>Discuss how words and phrases have been used to build a picture for the reader</p> <p>Explain and discuss what has been read</p> <p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text.</p> <p>Summarise the main ideas drawn from more than one paragraph</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text and general knowledge</p> <p>To know and discuss settings, characters and event changes</p>	<p>Retrieve and record information from non-fiction</p> <p>Identify how language text structure/presentation contributes to meaning</p> <p>Explain and discuss what has been read</p> <p>Ask questions to improve understanding of text</p> <p>Answer retrieval questions using evidence from the text.</p> <p>Can distinguish between fact and opinion</p>	<p>Explain and discuss what has been read</p> <p>Ask questions to improve understanding of text</p> <p>Answer retrieval questions using evidence from the text.</p> <p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text.</p> <p>Summarise main ideas drawn from more than one paragraph</p> <p>Discuss how words and phrases have been used to build a picture for the reader</p>	<p>and support with reference to the whole text.</p> <p>Know and discuss setting, character and event changes across a text</p> <p>Ask questions to improve understanding of vocabulary</p> <p>Answer retrieval questions using evidence from the text.</p>	<p>Discuss and explain how narrative content is related and contributed to meaning as a whole</p> <p>Answer retrieval questions using evidence from the text.</p> <p>Explain and discuss what has been read.</p> <p>Ask questions to improve understanding of vocabulary</p>
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Winslow CE School Reading Progression Overview

<b>Reading assessment</b>	Weekly Comprehension lessons	Headstart assessment Weekly Comprehension lessons	Weekly Comprehension lessons	End of spring term Headstart assessment Weekly Comprehension lessons		End of summer term Headstart assessment
<b>AR</b>	Star test 1	Star test 2		Star test 3		
<b>Reading spine</b>		A Christmas Carol – Charles Dickens. Street Child		The Highwayman		Harry Potter
<b>Read aloud opportunities</b>	Sharing Arthur and the Golden Rope story	Read poems Read sentence stacking for informal letter Read character descriptions		Read poems	Read persuasive speeches	Read adventure/fantasy stories
<b>Reading for pleasure opportunities</b>	Murder Most Unladylike	Murder Most Unladylike	Orion Lost	Orion Lost	Kick	Chosen by children

Winslow CE School Reading Progression Overview

Year 6	Autumn				Spring		Summer	
	Sentence stacking		Writing Units		Sentence stacking	Writing Units	Sentence stacking	Writing Units
<b>Text type</b>	Poetry – narrative poem  Christmas book week focus text:		Giant’s Necklace – descriptive narrative recount  War poetry  Letters from the Lighthouse – explanation text		Thornhill – horror/ghost narrative	The Windrush Child – diary entry and persuasive speech	Non-chronological report.	Stormbreaker – adventure narrative  Non-chronological report, recount, diary  Playscript, classic text
<b>Model text / linked texts</b>	‘If’ by Rudyard Kipling ‘Eastbourne Beach’ by Joseph Coelho		The Giant’s Necklace by Michael Morpurgo  Letters from the Lighthouse by Emma Carroll  Goodnight Mr Tom by Michelle Magorian		Thornhill by Pam Smy  The Secret Garden by Frances Hodgson Burnett  Crater Lake by Jennifer Killick	The Windrush Child by Benjamin Zephaniah	Mount Everest (with model text about the Great Barrier Reef)	Stormbreaker by Anthony Horowitz.  Shackleton’s Journey by William Grill  William Shakespeare, Midsummer Night’s Dream
<b>Book Talk texts</b>	Letters from the Lighthouse		Letters from the Lighthouse		Coming to England by Benjamin Zephaniah	Stormbreaker by Anthony Horowitz	Stormbreaker by Anthony Horowitz  The Explorer by Katherine Rundell	The Explorer by Katherine Rundell
<b>Reading preparation (key terminology)</b>	If poem: Triumph Endure Risk Sinew wits Will Imposters Stoop foes	Eastbourne: Serene Wander Dazzling Harbour Reflect Promenade Gull Glistening Pebble horizon	Giant text: Enchanted Mysterious Treasure Adventure Astonished Cliffs Amulet Glimmering Solitude Bizarre	Lhouse: Desperate Hesitate Lighthouse Curious Disguise Eerie Clandestine Conspirator Evacuation Espionage	Social isolation Bullying Neglect Care system Emotional resilience Perspective Narrator Anxiety Foreboding Insights Comparisons Convey Evoke	Caribbean Citizen Colony Commonwealth Determination Discrimination Disembarked Diversity Economy Employment History Hostility Immigration	Everest Religion Sherpa Explorer Glaciers Climate change Yaks Summit Inventions The Yeti Base camp Norgay and Hilary peaks	Spy Gadget MI6 Recruit SAS Hostile Resourceful Expedition Precariously Labyrinth Hyperventilate

Winslow CE School Reading Progression Overview

					SS Empire Windrush Mother country		Expedition Endurance Conditions South pole Extremes Ice floe Pack ice Dense Impenetrable Crew Morale Antarctic Nautical
							Misery Quarrelled Tangle Bitterly Maiden Meadow Accursed Sanity Thicket Unravel Reciting
<b>Reading skills:</b>	Identify and/or explain how information is relevant and contributes to meanings as a whole.	Checking that the book makes sense and discussing understanding and exploring the meaning of words in context	To read books that are structured in different ways.	To read aloud and to understand the meaning of new words.	Explain and discuss their understanding of what they have read	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
<b>Decoding</b>							
<b>Range of reading</b>	Discuss how the organisation of a text supports its purpose	Explain and discuss their understanding of what they have read	To identify and discuss themes and conventions in and across books.	To continue to read and discuss an increasingly wide range of fiction and non-fiction.	Identify and/or explain how information is relevant and contributes to meanings as a whole.		Checking that the book makes sense and discussing understanding and exploring the meaning of words in context
<b>Familiarity with texts</b>	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Predicting what might happen from details stated and implied.	To make comparisons within and across books.				Explain and discuss their understanding of what they have read
<b>Poetry &amp; performance</b>							



Winslow CE School Reading Progression Overview

<p><b>Word meanings</b></p> <p><b>Comprehension</b></p> <p><b>Inference</b></p> <p><b>Prediction</b></p> <p><b>Authorial intent</b></p> <p><b>Discussion reading</b></p>		<p>Asking questions to improve their understanding.</p>	<p>To ask questions to improve understanding.</p> <p>Drawing inferences about characters' feelings, thoughts and motives.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Provide reasoned justifications for their views.</p>	<p>To identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Asking questions to improve understanding.</p> <p>To draw inferences such as character's feelings, thoughts and motives.</p> <p>To summarise main ideas drawn from more than one paragraph.</p>	<p>Discuss how the organisation of a text supports its purpose</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>To ask questions to improve understanding.</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Asking questions to improve their understanding. To continue to read and discuss an increasingly wide range of fiction and non-fiction.</p> <p>To identify and discuss themes and conventions in and across a wide range of writing.</p> <p>To read aloud and to understand the meaning of new words.</p> <p>To distinguish between statements of fact and opinion.</p>
<p><b>Reading assessment</b></p>	<p>Previous SATS Reading comprehension paper</p>		<p>Previous SATS Reading comp paper</p>	<p>Previous SATS Reading comp paper</p>	<p>Previous SATS Reading comp paper</p> <p>End of KS2 SATs paper</p>	
<p><b>AR</b></p>	<p>Star test 1</p>		<p>Star test 2</p>			<p>Star test 3</p>
<p><b>Reading spine</b></p>	<p>A Christmas Carol – Charles Dickens.</p> <p>'If' poem by Rudyard Kipling</p>	<p>In Flanders Field - John McCrae</p>	<p>Secret Garden by Frances Hodgson Burnett</p> <p>Thornhill by Pam Smy</p>	<p>Coming to England by Floella Benjamin</p>	<p>Below Zero by Dan Smith</p>	<p>Pax by Sara Pennypacker</p>

Winslow CE School Reading Progression Overview

	Eagle in the Snow by Michael Morpurgo					
<b>Read aloud opportunities</b>	Performing 'If' and 'Eastbourne Beach' poem.	Performance of war poetry and reading for Remembrance service.  Readings at Christmas carol concert.	Sharing continuation of narrative with school librarian	Reading aloud as part of editing phase.	Reading aloud as part of editing phase.	Reading aloud Shakespearian texts  Being one of Shackleton's crew members and reading aloud in role of character.
<b>Reading for pleasure opportunities</b>	Eagle in the Snow by Michael Morpurgo	Mystery at the Mansion	Wow day – reading café focusing on horror / ghost genre  Crater Lake by Jennifer Killick	Reading a range of texts about the Windrush	Reading texts to support Shackleton and Everest unit	Reading a range of texts about Midsummer Night's Dream