



# Reading progression: Jersey Curriculum

## Attitudes to reading/reading behaviours

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Shows interest in listening to stories.</p> <p>Takes stories home and shares what they have enjoyed about them.</p> <p>Chooses stories from the reading area to look at and listen to an adult reading.</p>	<p>Reads words consistently with their phonic knowledge by sound-blending.</p> <p>Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Aims to correct most errors and sometimes does successfully, using context and grammar to support.</p> <p>Asks questions to clarify.</p> <p>Re-reads to self-correct if meaning is lost.</p> <p>Re-reads books to build their fluency.</p> <p>Connects what they read to their own experiences.</p> <p>Re-reads and shows an understanding of the text through expression.</p> <p>Uses different voice pitch to indicate if they are reading a (?) or a (!).</p> <p>Knows the voice telling the story is the narrator.</p>	<p>Expands oral and written vocabulary through reading experiences.</p> <p>Self-corrects spontaneously at the point of error.</p> <p>Uses texts for inspiration and information.</p> <p>Picks up, leaves and returns to a text without losing story thread.</p> <p>Re-reads books to build up their fluency.</p>	<p>Self-corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been said.</p> <p>Comments on the use of language using terminology including: alliteration, rhythm, rhyme, simile.</p> <p>Sustains silent reading most of the time.</p>	<p>Listens to the opinions of others and adjusts own thinking /understanding where appropriate.</p> <p>Re-reads with enhanced expression, intonation to reinterpret what has been said.</p> <p>Reads silently, with good understanding testing out different pronunciations of unfamiliar words with support.</p>	<p>Reads silently with good understanding, using a range of strategies to work out unfamiliar words.</p> <p>Refines questions to deepen understanding of a text.</p> <p>Justifies personal response to particular texts and characters with evidence.</p> <p>Self-corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been said.</p>	<p>Reads silently with good understanding, working out how to pronounce unfamiliar words.</p> <p>Continues to self-correct spontaneously in order to enhance expression, intonation or to reinterpret what has been said.</p> <p>Generates open questions to explore a range of possibilities and justifies responses in relation to the text.</p>

# Reading progression: Jersey Curriculum

	Nursery	Reception	Year 1	Year 2	Year 3-4	Year 5-6
<b>Decoding</b>	<p>To hear initial sounds in words.</p> <p>To hear rhyme in words.</p> <p>To know that words are broken up into syllables.</p> <p>To be able to aurally blend – hear 3 sounds and can connect them together eg. C-a-t = cat.</p>	<p>To learn all phase 2 sounds.</p> <p>To learn most phase 3 sounds.</p> <p>To state sounds and orally blend them together to read words.</p> <p>To learn phase 2, 3, 4, tricky words within Little Wandle.</p>	<p>Apply phonic knowledge to decode words speedily.</p> <p>Read all 40+ letters/groups for 40+ phonemes.</p> <p>Read accurately by blending taught GPCs.</p> <p>Read common exception words.</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.).</p> <p>Read multisyllable words containing taught GPCs.</p> <p>Read contractions and understand use of apostrophe.</p> <p>Read aloud phonically-decodable texts.</p>	<p>Apply phonic decoding until reading is fluent.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read multisyllable words containing these graphemes</p> <p>Read words containing common suffixes.</p> <p>Read common exception words, noting unusual correspondences.</p> <p>Read most words quickly &amp; accurately without overt sounding and blending.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>
<b>Range of Reading</b>	<p>Listen to a number of stories from varying genres.</p> <p>Are introduced to fiction and non-fiction texts.</p> <p>Record their own helicopter stories.</p> <p>Record together new vocabulary and attempt to use them</p>	<p>Demonstrates understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary.</p> <p>Use and understand</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently be encouraged to link what they read or hear read to their own experiences.</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books</p>

	in discussions.	recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.				
<b>Familiarity with texts</b>	Predict endings as a class.  Retell stories that they have listened to adults and peers.	Invent, adapt and recount narratives and stories with peers and their teachers.	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics recognise and join in with predictable phrases.	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.  Recognise simple recurring literary language in stories and poetry.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books.	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 identify and discuss themes and conventions in and across a wide range of writing.
<b>Poetry &amp; Performance</b>	Sing well known nursery rhymes and songs.  Act out helicopter stories.	Sing a range of well-known nursery rhymes and songs.  Perform songs, poems and stories with others.	Learn to appreciate rhymes and poems, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	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.	Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
<b>Word meanings/ Vocabulary</b>	Discuss vocabulary picked out of learning and stories and added to word aware board.	Discuss meanings of new words. New words are added to our word aware board when new words crop up	Discuss word meanings, linking new meanings to those already known.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.  Discuss their favourite words and phrases.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.
<b>Understanding</b>	Listens to stories and comments on	Makes comments on	Draw on what they already know or on background information and vocabulary	Discuss the sequence of events in books and how items of information are related.	Check that the text makes sense to them, discuss their	Check that the book makes sense to them, discussing their

	<p>what they have heard.</p> <p>Listens and can answer questions on what they have heard.</p>	<p>what they have heard and ask questions to clarify their understanding.</p> <p>Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>provided by the teacher</p> <p>check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>understanding and exploring the meaning of words in context</p> <p>ask questions to improve their understanding.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>
<b>Inference</b>	Uses pictures to understand stories.	Uses pictures to understand stories.	<p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
<b>Prediction</b>	Uses pictures to predict what might happen in a story	May predict what happens next during story sessions	Predict what might happen on the basis of what has been read so far.		Predict what might happen from details stated and implied.	
<b>Authorial Intent</b>					<p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
<b>Non-fiction</b>	Non fiction books are available in	Non-Fiction books are	Be introduced to non-fiction books that are structured in different ways.		Retrieve and record information from non-fiction.	Distinguish between statements of fact and opinion

	<p>class.</p> <p>When learning about different topics, non fiction books are used to understand the world around us.</p>	<p>available to access in class and in the school Library.</p>			<p>retrieve, record and present information from nonfiction.</p>
<p><b>Discussing reading</b></p>	<p>Daily class stories shared and children discuss the story.</p> <p>Reading in small groups, discussion of texts.</p>	<p>Guided reading 3 times a week from Autumn term following Little Wandle.</p> <p>End of the day books read to the class minimum 2 days a week. Children vote for the book from a choice of two.</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Recommend books that they have read to their peers, giving reasons for their choices participate in discussions about books, 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, provide reasoned justifications for their views.</p>