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Reading Progression Map

We use the Pathways to Read Programme when teaching reading.

		End of EYFS
Birth - Three	Literacy	<ul style="list-style-type: none">• Enjoy sharing books with an adult.• Pay attention and respond to the pictures or the words.• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.• Repeat words and phrases from familiar stories.• Ask questions about the book.• Makes comments and shares their own ideas.• Develop play around favourite stories using props.
Three and four year olds	Literacy	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none">• print has meaning• print can have different purposes• we read English text from left to right and from top to bottom• the names of the different parts of a book• page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none">• spot and suggest rhymes• count or clap syllables in a word

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		<ul style="list-style-type: none">• recognise words with the same initial sound, such as money and mother• Engage in extended conversations about stories, learning new vocabulary.
Reception	Literacy	<ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read a few common exception words matched to the school’s phonic programme.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.



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KS1 Year 1 National Curriculum Expectations

Word reading

Year 1 pupils should be taught to:

- 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 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.

Comprehension

Year 1 pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

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KS1 Year 2 National Curriculum Expectations

Word reading

Year 2 pupils should be taught to:

Pupils should be taught to:

- continue to 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 out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Year 2 pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

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KS2 Reading National Curriculum Expectations

Years 3 and 4

Word reading

Pupils should be taught to:

- 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.

Comprehension

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.

Years 5 and 6

Word reading

Pupils should be taught to:

- 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.

Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning 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
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- provide reasoned justifications for their views.

Activitas WIndow



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Intent

All pupils at Offley Primary Academy will:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken.
- Appreciate our rich and varied literary heritage.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Pupils will leave Offley Primary Academy as inspired young individuals who are ready for the next phase in their education as confident readers and speakers. We aim to ensure that all pupils recognise the value of reading. By the end of Year Six, all children must be able to read fluently- understanding how reading shapes their understanding across the breadth of the curriculum. This will enable them to choose a path that reflects their love of literature as they become academically prepared for life beyond primary school.



Implementation

In order to achieve this, we use the systematic teaching of Phonics from Reception to Year 2, and build in the Pathways to Read Programme from Year 2 to Year 6.

Each *Pathways to Read* unit consists of **six whole class reading sessions** (a session lasts for a week) following the **four-part structure**:

- Predict
- Clarify vocabulary
- Read and retrieve
- Read and explain

The core elements of each session are prediction, developing pupils' vocabulary and retrieval. The 'Read and explain' part of the lesson is the *mastery* focus for the majority of sessions.

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Sessions following the initial whole class session provide pupils with the opportunity for discussion in smaller groups with an adult.

Through a carefully chosen range of approaches to reading, we ensure that all pupils in Offley read in a variety of ways and always continue to build on prior learning.

We do this by:

- Developing awareness and understanding of print
- Systematic teaching and learning of phonics – Unlocking Letters and Sounds
- Developing sight vocabulary
- Developing decoding skills
- Whole class shared/modelling of reading
- Guided reading in groups – teacher or teaching assistant leading
- 1:1 reading
- Paired reading – peer to peer, KS2 – KS1
- Independent reading both at school and at home
- Class and school library use
- Teaching of comprehension
- Reading interventions
- Regular reading assessments

Progression Maps

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2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
	Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin	Above and Below by Patricia Hegarty	The Dragonsitter by Josh Lacey Real Dragons! by Jennifer Szymanski (National Geographic Kids series)	Owen and the Soldier by Lisa Thompson	Fantastic Mr Fox by Roald Dahl	Grimm's Fairytales (Usborne Books)						
	Genre: Fiction: fantasy Fiction: fairytale	Genre: Information	Genre: Recount: emails Information	Genre: Fiction: story with a familiar setting	Genre: Fiction: adventure	Genre: Fiction: fairytale						
Ongoing skills: <ul style="list-style-type: none"> 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 Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Recognise simple recurring literary language in stories and poetry Draw on what they already know or on background information and vocabulary Check that the text makes sense to them as they read and correct inaccurate reading Recognise simple recurring literary language in stories and poetry 												
Predict: Predict what might happen on the basis of what has been read so far Clarify vocabulary: Discuss and clarify meaning of words, linking new meanings to known vocabulary Retrieve: Answer and ask questions												
Mastery focus: <table border="1"> <tr> <td>Make inferences on the basis of what is being said and done</td> <td>Answer and ask questions Introduce non-fiction books that are structured in different ways</td> <td>Answer and ask questions Introduce non-fiction books that are structured in different ways</td> <td>Discuss their favourite words and phrases Make inferences on the basis of what is being said and done</td> <td>Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done</td> <td>Discuss their favourite words and phrases Answer and ask questions</td> </tr> </table>							Make inferences on the basis of what is being said and done	Answer and ask questions Introduce non-fiction books that are structured in different ways	Answer and ask questions Introduce non-fiction books that are structured in different ways	Discuss their favourite words and phrases Make inferences on the basis of what is being said and done	Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done	Discuss their favourite words and phrases Answer and ask questions
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3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																	
	The Sea Book by Charlotte Milner	Ice Palace by Robert Swindells	The Iron Man by Ted Hughes The Iron Giant (film, 1999)	This Morning I Met a Whale by Michael Morpurgo Why would anyone hunt a whale? by The Literacy Company	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid Up (film clip, Disney)	Egyptian Cinderella by Shirley Climo Wonderful Things by The Literacy Company																	
	Genre: Information	Genre: Fiction – adventure	Genre: Fiction – fantasy	Genre: Fiction – adventure Information	Genre: Information	Genre: Fiction – historical/ traditional tale Recount																	
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4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																		
	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister	The Train to Impossible Places by P.G. Bell	DK Findout! Volcanoes by Maria Gill	Ariki and the Island of Wonders by Nicola Davies	Fantastically Great Women who Saved the Planet by Kate Pankhurst Plastic Pollution by The Literacy Company	A Myth-Hunter's Travel Guide by The Literacy Company by The Literacy Company																		
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5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Goodnight Stories for Rebel Girls by Elena Favilli	Hansel and Gretel by Neil Gaiman	Odd and the frost giants by Neil Gaiman	Exploring Space by The Literacy Company Planet Unknown by Shawn Wang (film)	The Last Wild by Piers Torday Pollution – a look behind the scenes by The Literacy Company	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin
	Genre: Recount: biography	Genre: Fiction: traditional tale	Genre: Fiction: myths and legends	Genre: Information Film	Genre: Fiction: contemporary Persuasion/ Information	Genre: Fiction: books from other cultures and traditions
Ongoing skills: <ul style="list-style-type: none"> 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 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 Participate in discussion about books Ask questions to improve understanding Explain and discuss understanding of reading Provide reasoned justifications for views Recommend books to peers 						
Predict: Predict what might happen from details stated and implied						
Clarify vocabulary: Explore the meaning of words in context						
Retrieve: Retrieve, record and present information						
	Mastery focus: Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books	Evaluate authors' language choice, including figurative language Identify and discuss themes and conventions Summarise main ideas from more than one paragraph, identifying key details	Make comparisons within and across books Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Summarise main ideas from more than one paragraph, identifying key details Distinguish between fact and opinion Identify how language, structure and presentation contribute to meaning	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning	Evaluate authors' language choice, including figurative language Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify and discuss themes and conventions



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Long Term Overview

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin Genre – Fiction: fantasy, Fiction: fairytale	Above and Below by Patricia Hegarty Genre – Information	The Dragonsitter by Josh Lacey, Real Dragons! by Jennifer Szymanski (National Geographic Kids series) Genre – Recount: emails, Information	Owen and the Soldier by Lisa Thompson Genre – Fiction: story with a familiar setting	Fantastic Mr Fox by Roald Dahl Genre – Fiction: adventure	Grimm's Fairytales (Usborne Books) Genre – Fiction: fairytale
3	The Sea Book by Charlotte Milner Genre – Information	Ice Palace by Robert Swindells Genre – Fiction: adventure	The Iron Man by Ted Hughes, The Iron Giant (film, 1999) Genre – Fiction: fantasy	The Morning I Met a Whale by Michael Morpurgo, Why would anyone hurt a whale? by The Literacy Company Genre – Fiction: adventure, Information	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney) Genre – Information	Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company Genre – Recount, Fiction: historical/ traditional tale
4	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister Genre – Fiction: traditional tales	The Train to Impossible Places by P.G. Bell Genre – Fiction: fantasy	DKfindout! Volcanoes by Maria Gill Genre – Information	Ariki and the Island of Wonders by Nicola Davies Genre – Fiction: adventure	Fantastically Great Women who Saved the Planet by Kate Pankhurst Plastic Pollution by The Literacy Company Genre – Recount: biography, Information	A Myth-Hunter's Travel Guide by The Literacy Company Genre – Information
5	Goodnight Stories for Rebel Girls by Elena Favilli Genre – Biography	Hansel and Gretel by Neil Gaiman Genre – Fiction: traditional tale	Odd and the Frost Giants by Neil Gaiman Genre – Fiction: myths and legends	Exploring Space by The Literacy Company, Planet Unknown by Shawn Wang (film) Genre – Information, Film	The Last Wild by Piers Torday, Pollution – a look behind the scenes by The Literacy Company Genre – Persuasion/information Fiction: contemporary	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin Genre – Fiction: books from other cultures and traditions
6	When we were Warriors by Emma Carroll Genre – Fiction: historical	Into the Jungle by Katherine Rundell, Martha's Suitcase by The Literacy Company Genre – Fiction: classic Information	The Happy Prince and Other Tales by Oscar Wilde Genre – Fiction: classic	The Explorer by Katherine Rundell, Exploring the Amazon by The Literacy Company Genre – Information, Fiction: contemporary	Great Adventurers by Alistair Humphreys Genre – Information	Sky Chasers by Emma Carroll Genre – Fiction: adventure



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Progression of Vocabulary to be Mastered

Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	read all common graphemes read unfamiliar words containing these graphemes, accurately increase their fluency retell some familiar stories apply phonic knowledge automatic decoding blending alternative polysyllabic suffixes inferences motivation predicting enjoyment understand cause and effect prefixes narrative non-fiction	root words, prefixes and suffixes read further exception words comprehension pronunciations positive attitudes structure dictionaries themes and conventions intonation, tone, volume and action interest and imagination drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting summarising language, structure, and presentation retrieve and record Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words	apply their growing knowledge of root words, prefixes and suffixes maintain positive attitudes increasing their familiarity with a wide range of books recommending books identifying and discussing themes and conventions making comparisons within and across books learning a wider range of poetry by heart preparing poems discuss and evaluate how authors use language figurative language distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions challenging reasoned justifications



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Cultural Capital

Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sandbach Library visit							
Mystery Reader/Reading Buddies	Mystery Reader/Reading Buddies	Reading Buddies	Reading Buddies	Reading Buddies	Reading Buddies	Reading Buddies	Reading Buddies
Northwich Theatre –Christmas production	Northwich Theatre –Christmas production	Northwich Theatre – Christmas production	Northwich Theatre – Christmas production	Northwich Theatre – Christmas production	Northwich Theatre – Christmas production	Northwich Theatre – Christmas production	Northwich Theatre –Christmas production
World Book Day							
Participating in Trust-wide competitions to celebrate best work and extraordinary effort;	Participating in Trust-wide competitions to celebrate best work and extraordinary effort;	Participating in Trust-wide competitions to celebrate best work and extraordinary effort;	Participating in Trust-wide competitions to celebrate best work and extraordinary effort;	Participating in Trust-wide competitions to celebrate best work and extraordinary effort;	Participating in Trust-wide competitions to celebrate best work and extraordinary effort;	Participating in Trust-wide competitions to celebrate best work and extraordinary effort;	Participating in Trust-wide competitions to celebrate best work and extraordinary effort;

*Ambition * Sustainability * Perseverance * Imagination * Respect * Empathy*