**Bessemer and Keyworth Reading Progression Map 2022 2023**

**High Quality Texts Across the Curriculum in all Year Groups**

In order for children to be equipped with a strong command of spoken and written language and to develop their love of literature through widespread reading for enjoyment, the Gem Federation is committed to using to High Quality’ texts to support the delivery of the reading curriculum. A ‘High Quality’ text in the context of our Federation, means a text that address any of the following criteria:

* be used to develop vocabulary, punctuation and grammar skills due to the quality of the content.
* positively reflect children’s interests and backgrounds
* deal with important themes.
* use language in lively and inventive ways.
* be written by skillful and experienced children’s writers and illustrators.
* be used to promote discussion and reflection.
* be a traditional or contemporary classic
* have different cultural settings.
* be multilayered/capable of being read at different levels.

Doug Lemov, refers to 5 plagues of reading that children should have access to, in order to navigate reading with confidence. We have adapted at Lemov’s strategy for the context of our Federation and ensured that children across the Gem Federation have access to the following text types.

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| Historical Context  Historical figures  Non-Fiction (events in history)  Narrative set in time  Historical themes | Non-linear Time Sequences  Language is used in lively and inventive ways  Time moves in fits and starts  narration is nuanced to create an image. | Archaic Language  Vocab and expression are antiquated  Old fashioned phrasing  Traditional Tales or contemporary classics  Written by a skilful or experienced children’s writer | Complex/Resistant Texts  Complex in Narration/Plot  Meaning or message in the story  Text that has nuances, uncertainties, metaphors and symbolism  Poetry | Diverse and Inclusive  Different cultural settings  Inclusive of children’s Interests and backgrounds.  Deal with important themes  Include authors/characters from diverse racial backgrounds.  Gender diverse texts that  can be used to promote discussion and reflection |

**How We Organise Reading**

The National Curriculum across the Gem Federation is used to develop pupil’s language capability, support pupils to develop fluent reading competencies and teach reading comprehension strategies through modelled and supported practice.

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| **EYFS** | | |
| Phonics  From Nursery, children are taught Phase 1 phonics. At this stage, the focus is primarily on developing speaking and listening skills. Within the 7 aspects, children will practice tuning into sounds, listening and remembering sounds and talking about sounds. Aspect 7, is taught towards the end of Nursery where children will practice oral blending and segmenting skills, in preparation for a daily diet of phonics introduced in Reception.  In Reception, the children will recap the skills taught in Nursery but will quickly move into Phase 2 phonics, where single sounds are introduced and tricky words for that phase are learnt. After the first phase of sounds are introduced and embedded, the children’s home reading begins which follows just behind the phonics the children have learnt. When all Phase 2 sounds are embedded, children then move through the Phases 3 and 4, learning digraphs, adjacent consonants with short and long vowel sounds and all the time, practicing reading words alone and in sentences. | | |
| 1- 1 Reading   * 1-1 reading is reading to an adult in school. * Gives children the opportunity to practice their sound recognition, segmenting and blending skills. * Teachers will use the Federation’s reading strategies and phonics tools to support each child with their 1-1 reading. | Book Talk (Group reading)  Book Chat is delivered in Early Years for the purpose of:   * Explicit teaching of book handling skills * To support speaking, listening skills * Comprehension, retelling, sequencing skills. * Promoting discussion around a text * Supporting vocabulary development. | Story Time  As a class the children are read to daily.  The purpose of Story Time is to:   * Develop enjoyment in listening to stories and reading for pleasure. * To expose children to different types of texts, poetry, texts from a different culture etc. * To extend children’s vocabulary, explaining unfamiliar words and concepts and extending their knowledge of the wider world. |

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| **KS1** | |
| Phonics  Phonics in KS1 is a continuation of the Federations phonics scheme (SSP)  Pupils revise and consolidate the GPCs and the common exception words taught in reception year. As soon as they can read the words comprising the Year 1 GPC’s accurately and speedily, they should move onto the year 1 programme of study for word reading. Much like Reception, phonics teaching and word reading is matched closely to children’s reading books.  Children in Year 1 prepare for the Year 1 Phonics Test in the Summer Term.  Year 2 children as needed, will recap and consolidate phonics teaching with interventions in place for the children who did not sit or pass the Year 1 phonics test, | Book Talk/Guided Reading  Book Talk is delivered in year 1, much like Reception, to support the children’s book handling and speaking and listening skills. It promotes discussion around a text and supports children’s vocabulary development.  Guided reading starts in Year 2 with the majority of children moving away from phonics teaching, having passed the Year 1 test and moving into Whole Class and Guided reading.  Pre-Task- Children to work in pairs to discuss and answer questions around a text, finding the answers within the text.  Guided Group- Children to work with the class teacher in a discussion group to answer the questions from the previous day with the teacher up levelling and extending their answers. |
| Reading for Pleasure  During guided reading sessions the group who are not doing the Pre-Task or Guided Task will be reading for pleasure.  Each day, the children will listen to a class text, which has been picked for a particular purpose. children’s interest, to expose children to the Plagues of reading. Children also have timetabled visits to the school library. | |

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| **Lower KS2** | | |
| Phonics  At this stage, teaching comprehension should take precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.  Children who are not able to decode and still need Phonics teaching, will enter a catch-up group to support their phoneme recognition. | Guided Reading  Guided reading continues in Year 3 and 4 with the Pre-Task Guided Reading and Reading for pleasure model.  Pre-Task- Children to work in pairs to discuss and answer questions around a text, finding the answers within the text.  Guided Group- Children to work with the class teacher in a discussion group to answer the questions from the previous day with the teacher up levelling and extending their answers. | Reading for Pleasure  Each day, the children will listen to a class text, which has been picked for a particular purpose. E.g. Either based on the children’s interest, to expose children to the text types outlined in the Plagues of Reading, or because the text has links to topic. Children also have timetabled visits to the school library. |

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| **Upper KS2** | | |
| Phonics  At this stage there should be no need for further direct teaching of word reading skills for almost all pupils.  However, where pupils are new to school and, or in some cases new to English, they will be entered into a daily catch up intervention group taught by a teacher, in order to learn Phonics and support their reading development. | Guided Reading  This Guided Reading model continues in Years 5 and 6 with children continuing to apply what they have already learnt to more complex writing | Reading for Pleasure  Reading aloud to pupils includes whole books so that they meet books and authors that they may not choose to read for themselves.  Each day, the children will listen to a class text, which has been picked for a particular purpose. E.g. Either based on the children’s interest, or to expose children to the text types outlined in the Plagues of Reading, or because the text has links to topic.  Children also have timetabled visits to the school library. |

Reading Curriculum

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|  | Nursery | Reception | Key Stage 1 | | Key Stage 2 | | | |
|  |  | **Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Phonics and Decoding | Begins to develop phonological and phonemic awareness  **Aspect 7 - Oral blending and segmenting**  Orally blending – hearing the final word in rhymes (oral blending and segmenting)  Finish the final word in captions (oral blending and segmenting)  Finish the final word in stories (oral blending and segmenting)  Confidently recognises their own name  Hears and says the initial sound in words | Begins to develop phonological and phonemic awareness; continues a rhyming string and identifies alliteration;  Hears and says the initial sound in words;  Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them  Starts to link sounds to letters, naming and sounding the letters of the alphabet;  Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee  Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences  Begins to draw on their phonic knowledge to decode words  ELG  To say a sound for each letter in the alphabet and at least 10 digraphs.  To read words consistent with their phonic knowledge by sound-blending | To apply phonic knowledge and skills as the route to decode words.  To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes including alternative sounds for graphemes.  To blend sounds in unfamiliar words using the GPCs that they have been taught.  To read words containing -s, -es, -ing,  -ed and -est endings.  To read words of more than one syllable containing taught GPCs.  To read words with contractions, e.g. I’m, I’ll and we’ll. | To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent  To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  To accurately read most words of two or more syllables.  To read most words containing common suffixes. \* | To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).  To apply their growing knowledge of root words and prefixes, including  in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud  To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,  -tion, -ssion and -cian, to begin to read aloud. \* | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  and understand the meaning of new words they meet.  To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. \* | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including  -sion, -tion, -cial, -tial,  -ant/-ance/-ancy, ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. \* | To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes,  suffixes/word endings\* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. |
| Common Exception Words |  | To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. | To read most Y1 and Y2 common exception words\*, noting unusual correspondences  between spelling and sound and where these occur in the word. | To begin to read Y3/Y4 exception words noticing unusual correspondences between spelling and sound, and where these occur in the word. | To read all common exception words noticing unusual correspondences between spelling and sound, and where these occur in the word. | To read most Y5/ Y6 exception words,  discussing the unusual correspondences between spelling and sound and where these occur in the word | To read all Y5/ Y6 exception words,  discussing the unusual correspondences between spelling and sound and where these occur in the word |
| Fluency | To enjoy songs, rhymes and poems together | To read levelled reading books fluently (repeated reading) alongside decoding to develop understanding of the books they read, engage with them fully and develop the skills needed to read independently. | To read books allowed, accurately that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words.  Reread these books to build up fluency and build confidence in reading. | | To read words accurately and fluently without overt sounding and blending,  To read aloud books (closely matched to their improving phonic knowledge) sounding out unfamiliar words accurately, automatically and without undue hesitation  To reread these books to build up fluency and confidence in word reading. | | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary | |
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| Vocabulary |  | Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading  ELG  To use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play | To draw on what they already know and use vocabulary provided by the teacher.  *To develop vocabulary by listening to books read aloud and discussing what they have heard*  *To understand the meaning of some new words which are introduced bythe teacher before they start to read on their own*  *To (through listening), begin to learn how language sounds, increasing vocabulary and awareness of grammatical structures*  *To role play -exploring characters and applying language they have listened to* | *To explore the meaning of new words. These should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words*  *To increase vocabulary and awareness of grammar so that they continue to understand the differences between spoken and written language.*  *To draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.* | *To give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words* | | *To listen to books and other unseen writing, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.*  *When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.* | |
| Describing, Comparing, Contrasting and Commenting | Begins to be awae of the ways stories are structured and to tell own stories.  Talks about events and principal characters  Handles books and touch screen technology carefully and the correct way up with growing competence.  Begins to navigate apps and websites and icons to select apps. | To enjoy an increasing range of print and digital books, both fiction and non-fiction.  Describes main story settings, events and principal characters in increasing detail  Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example  To recall and discuss stories or information that has been read to them, or they have read themselves  Engages with books and other reading materials at an increasingly deeper level,  ELG  To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.  To link what they have read or have read to them to their own experiences.  To join in with discussions about a text, taking turns and listening to what others say.  To discuss the significance of titles and events.  To discuss significance of titles and events  To participate in discussion about what has been read to them. Taking turns and listening to what others say.  To explain clearly their understanding of what is read to them.  To retell familiar stories key stories, fairy stories and traditional tales retelling them and considering their characteristics, recognising and joining in with predictable phrases | To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.  To take turns and listening to what others say.  To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they have read for themselves.  To discuss the sequence of events in books and how items of information are related.  To recognise simple recurring literacy language in stories and poetry.  To ask and answering questions.  To become increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales | To recognise listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  To use appropriate terminology when discussing texts (plot, character, setting).  To read books that are structured in different ways and reading for a range of purposes  To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  To identify themes and conventions in a wide range of books  To 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 | To discuss and compare texts from a wide variety of genres and writers.  To read for a range of purposes.  To identify themes and conventions in a wide range of books.  To refer to authorial style, overall themes (e.g. triumph of good over evil) and  features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).  To identify how language, structure and presentation contribute to meaning.  To identify main ideas drawn from more than one paragraph and summarise these. | To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.  To 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.  To identify main ideas drawn from more than one paragraph and to summarise these.  To recommend texts to peers based on personal choice. | To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.  To recognise more complex themes in what they read (such as loss or heroism).  To 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.  To listen to guidance and feedback on the quality of their explanations and contributions to discussions and tomake improvements when participating in discussions.  To draw out key information and to summarise the main ideas in a text.  To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.  To compare characters, settings and themes within a text and across more than one text, |
| Inferences and Prediction | Suggests how the story might end | ELG continued..  To anticipate (where appropriate) key events in stories. | To make inferences on the basis of what is being said and done  To make predictions on the basis of what has been read so far | To make inferences on the basis of what is being said and done.  To predict what might happen on the basis of what has been read so far in a text. | To ask and answer questions appropriately, including some simple inference questions based on characters feelings thoughts and motives  To begin to identify main ideas drawn from more than one paragraphs and summarise these  To justify predictions using evidence from the text. | To draw inferences such as inferring characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.  To justify predictions from detailed stated and implied. | To draw inferences from characters’ feelings, thoughts and motives.  To make predictions based on details stated and implied, justifying them in detail with evidence from the text. | To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).  To discuss how characters, change and develop through texts by drawing inferences based on indirect clues. |
| Poetry and performnce | Listens to and joins in with stories and poems, when reading one-to-one and in small groups  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories  Shows awareness of rhyme and alliteration  Recognises rhythm in spoken words, songs, poems and rhymes  Claps or taps the syllables in words during sound play | Re-enacts and reinvents stories they have heard in their play | To learn to appreciate rhymes and poems, and to recite some by heart.  To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. | To continue to build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation making the meaning clear.  Role play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. | To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  To recognise some different forms of poetry [for example, free verse, narrative poetry]  *To read, re-read, and rehearse poems and plays for presentation and performance* | To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).  To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. | To continually show an awareness of audience when reading out loud using intonation, tone, volume and action | To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. |
| Words in context | Shows interest in illustrations and words in print and digital books and words in the environment  Recognises familiar words and signs such as own name, advertising logos and screen icons.  Looks and enjoys print in digital books and independently  Knows print carries meaning and, in English, is read from left to right and top to bottom. | Begins to use their knowledge of language structure, subject knowledge and illustrations to interpret the text  Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc  Knows that information can be retrieved from books, computers and mobile digital devices | To discuss word meaning and link new meanings to those already known  To check the text makes sense and correcting inaccurate reading | To discuss and clarify meanings of words, linking new meanings to new vocabulary  To discuss their favourite words and phrases.  To check the text makes sense and correcting inaccurate reading | discussing words and phrases that capture the reader’s interest and imagination.  T check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  To ask questions to improve their understanding of a text  To identify how language, structure, and presentation contribute to meaning  To use dictionaries to check the meaning of words that they have read | Discuss vocabulary used to capture readers’ interest and imagination | To discuss vocabulary used by the author to create effect including figurative language.  To evaluate the use of authors’ language and explain how it has created an impact on  the reader. | To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. |
| Non-Fiction | Knows information can be relayed in signs and symbols | To enjoy an increasing range of print and digital books, both fiction and non-fiction. | To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. | To recognise that non-fiction books that are structured in different ways. | To retrieve and record information from non-fiction | To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.  To use dictionaries to check the meaning of words that they have read. | To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts | To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). |