



Willow Brook Primary School English Curriculum Progression

Reading Progress

There is a wealth of skills that contribute to reading that add to a learner's ability, maturity and confidence across the curriculum and form the fundamental blocks for academic progress. At Willow Brook these individual strands weave together in focussed English lessons and cross curricular activities and feature in whole class teaching as well as independent work and shared events. Our youngest children develop a knowledge of phonics through the Letters and Sounds scheme and quickly engage with matched materials from the Oxford Reading scheme. Guided class reading as well as weekly 1:1 time with teachers and TA's nurtures strong reading foundations in key stage 1. Progression continues in key stage 2 as the complexity of ambitious texts builds those skills.

| Year Group | Skill - Decoding |
|---|--|
| Reception | <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> |
| Year 1 | <p>Apply phonic knowledge to decode words and read aloud phonically-decodable texts</p> <p>Read and re-read books to build fluency and confidence</p> <p>Read simple sentences and understand the meaning</p> <p>Read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound</p> <p>Read polysyllabic words and words with common suffixes (–s, –es, –ing, –ed, –er and –est)</p> <p>Read accurately by blending taught letters and sounds and develop some fluency and expression, pausing at full stops</p> |
| Year 2 | <p>Apply phonic decoding until reading is fluent</p> <p>Read and re-read books to build up fluency and confidence in word reading and note punctuation to read with appropriate expression</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words</p> <p>Read polysyllabic words containing above graphemes read most words quickly & accurately without overt sounding and blending</p> |
| Year 3 | <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 they meet</p> |
| Year 4 | |
| Year 5 | <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> |
| Year 6 | |
| <p>Daily lessons focus tightly on the objectives in this area of the curriculum so that building blocks form a secure foundation on which to build. A whole school approach to teaching and assessing phonics takes children from EYFS to Year 2, where an ambitious spelling scheme is introduced to provide a systematic route through to Year 6. Learning and progress are reinforced with weekly homework tasks and parents continue to support our work in school.</p> | |

| Year Group | Skill – Range of Reading |
|---|--|
| Reception | listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently |
| Year 1 | |
| Year 2 | 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 |
| Year 3 | 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 reading for a range of purposes |
| Year 4 | |
| Year | 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 |
| Year 6 | |
| Willow Brook's Creative Curriculum planning has reading at its heart. Every half term, teachers select a range of text types that ensures children are well versed in a rich assortment of literature. Key books and authors are planned at a whole school level to guarantee that there is a progressive level of demand and engagement and that children have access to key authors and a mix of contemporary and classical books. Teachers add to this with extracts and experiences from their own repertoire, giving their cohort unique perspectives and individual insights. Our key stage 1 pupils engage with the Oxford Reading Tree scheme, that matches our phonics teaching. | |

| Year Group | Skill – Familiarity with stories and texts |
|---|---|
| Reception | Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen to and talk about stories to build familiarity and understanding. Re-read these books to build up their confidence in word reading, their fluency and their understanding. |
| Year 1 | Recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics |
| Year 2 | 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 |
| Year 3 | 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 |
| Year 4 | |
| Year 5 | 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 |
| Year 6 | |
| Every class at Willow Brook will engage with quality texts in their lessons as well as having daily opportunities to choose books and find the joy in reading for pleasure. Scrutiny of planning ensures that this is so. A shared class text will finish every Willow Brook day, allowing children to experience the wonder of listening and wanting that next episode. A library in key stage 1 (and a timetabled weekly session in it!) allows children to browse and choose books to take home. As soon as children in key stage 2 become fluent readers, they pick their own reading material according to ability. By regularly updating our stock, children are introduced to contemporary authors alongside classic titles and encouraged to broaden their repertoire. Pupils keep a record of the books they encounter so that individual progress can be reviewed and shared with parents and carers who encourage their reading journey at home. Books that support different strands of the curriculum are plotted so that all genres are included as children progress. This is designed to build confidence and develop specific knowledge as we aim to increase familiarity. | |

| Year Group | Skill – Poetry and performance |
|---|---|
| Reception | Listen carefully to rhymes and songs, paying attention to how they sound. (C&L) Learn rhymes, poems and songs. |
| Year 1 | Learn to appreciate rhymes and poems, and to recite some by heart c |
| Year 2 | Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear |
| Year 3 | 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 |
| Year 4 | |
| Year 5 | 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 |
| Year 6 | |
| Poetry is included regularly in cross-curricular planning. At Willow Brook children of all ages are encouraged to learn poems off by heart – we often set whole-school challenges and poetry performance competitions/events to develop this. | |

| Year Group | Skill – Non-fiction |
|--|---|
| Reception | Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary |
| Year 1 | listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently |
| Year 2 | be introduced to non-fiction books that are structured in different ways |
| Year 3 | retrieve and record information from non-fiction texts |
| Year 4 | |
| Year 5 | distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts |
| Year 6 | |
| Our key stage 2 library is currently non-fiction focussed. It is important source of knowledge that addresses children’s interests and builds their knowledge and understanding of the world. Providing interesting books adds knowledge and sits powerfully alongside the digital information that is so readily available. Classes include non-fiction browsing sessions one day a week, and when our teachers plan our whole-school topics, non-fiction is always built into the heart of our reading agenda. | |

| Year Group | Skill – Discussing texts |
|------------|---|
| Reception | Engage in story times |
| Year 1 | Participate in discussion about what is read to them by taking turns and listening to what others say Explain clearly their understanding of what is read to them |
| Year 2 | Participate in discussion about books, poems & other works that are read to them and those that they can read for themselves By taking turns and listening to what others say explain and discuss their understanding of books, poems and other material that they read and experience |
| Year 3 | |
| Year 4 | |

| | |
|--------|--|
| Year 5 | Recommend books that they have read to their peers and 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 |
| Year 6 | |

Over recent years, Willow Brook adults and children have come to appreciate the power of 'book talk'. Engaging in regular dialogue about authors and their work promotes curiosity and creates a positive shared culture. Our map of texts ensures that pupils share and discuss a broad range of books and that teachers include both contemporary and current authors.

| Year Group | Skill – word meanings |
|------------|---|
| Reception | Learn new vocabulary. Use new vocabulary in different contexts |
| Year 1 | Discuss word meanings and link new meanings to words already known |
| Year 2 | Discuss and clarify the meanings of words and link new meanings to known vocabulary discuss their favourite words and phrases |
| Year 3 | Use dictionaries to check the meaning of words that they have read |
| Year 4 | |
| Year 5 | Use dictionaries and a thesaurus to check the meaning of words, find apt alternative and explore language based on what has been read |
| Year 6 | |

A well-chosen text provides rich language models and structures from which children can learn how language works and the effect it can have on a reader. If we want confident young writers, we need to choose texts that contain demanding and inspiring vocabulary and enable children to comprehend beyond their own reading fluency level. Willow Brook teachers have time to talk about words - children are encouraged to be 'word collectors' who hone their skills. We include a 'Shedwords' strategy to our assembly time, where children of all ages engage with unfamiliar and fascinating new language.

| Year Group | Skill – inference and prediction and authors' intent |
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| Year 1 | Discuss the significance of the title and events make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far |
| Year 2 | Make inferences on the basis of what is being said and done answer and ask questions Predict what might happen on the basis of what has been read so far |
| Year 3 | Draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence Predict what might happen from details stated and implied |
| Year 4 | Discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning |
| Year 5 | Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence Predict what might happen from details stated and implied and articulate thinking concisely |
| Year 6 | Identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader |

Willow Brook children are encouraged to 'wonder' from an early age. They are led to see how writing can be used for thinking, for communication and as a means of expression. With daily time devoted to whole class 'book talk' and enriching experiences to reflect their learning in their writing, Willow Brook pupils will be able to find their own reasons to write and develop a style that fits the purpose, audience and form intended.