

The Blue School Reading Skills Progression Map

Impact of our English Curriculum

Children at The Blue School are inspired to become lifelong book-lovers who read for pleasure, learning and appreciation. They have the opportunity to choose to read and enjoy a comprehensive and ever-changing range of literature. By exposing our children to books and stories that are both classic and diverse, our children have a strong understanding and appreciation for the world around them and those in it. Our children are able to read fluently and coherently, decoding and understanding what they have read and what has been read to them. We foster a love of reading in all of our children as for us, it is our priority that they become happy, healthy and curious learners who read confidently and independently, enabling them to explore the world around them and lead fulfilled and purposeful lives.

Enrichment Opportunities

To develop 'Cultural Capital' whilst enhancing the Gospel values that underpin our curriculum at The Blue School, our children are offered a wealth of opportunities that will support them in becoming successful and passionate learners. The books in our school and classroom libraries, as well as those that are used for English topics, are based on a range of genres, topical issues and contain a number of diverse characters whilst also being written by authors of different cultures and backgrounds. We understand that children's motivation, ability to speak and listen and read and write effectively is enhanced by the experiences that they have had therefore we offer our children the chance to partake in experiences both in school and off site. This benefits children both in English and other subjects across the curriculum. We hold a whole school event for World Book Day as well as an annual book fair and we encourage our children to take part in English competitions nationally, locally and within our school, ensuring that all efforts and achievements are praised and shared. A book club is offered to our year 6 children and we also have a group of dedicated and enthusiastic year 6 librarians who help with the smooth running of our school library. We have close links with our local community including volunteers who come into our school to read with our children from Coram Beanstalk, the national children's reading charity. By enriching our children's learning and social experiences at The Blue

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School, our children develop into well-rounded adults with an awareness and appreciation of the world around them as they journey through secondary school and beyond.

Progression of skills: <i>Our progression map highlights particular focus skills for each year group which are built upon throughout each half term and then recapped and extended during every school year. For EYFS-Year 2, refer to our phonics progression map.</i>	
Year 3	
Word Reading	Comprehension
<ul style="list-style-type: none"> ● Apply knowledge of root words, prefixes and suffixes to read aloud and to ● understand the meaning of unfamiliar words. ● Read further exception words, noting the unusual correspondences between spelling and sound. ● Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<ul style="list-style-type: none"> ● Read a range of fiction, poetry, plays, and nonfiction texts. ● Discuss the texts read. ● Read aloud and independently, taking turns and listening to others. ● Explain how non-fiction books are structured in different ways and can use them effectively. ● Explain some of the different types of fiction books. ● Ask relevant questions to get a better understanding of a text. ● Predict what might happen based on details known and read. ● Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. ● Use a dictionary to check the meaning of unfamiliar words. ● Identify the main point of a text. ● Explain how structure and presentation contribute to the meaning of texts. ● Use non-fiction texts to retrieve information. ● Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

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Year 4	
Word Reading	Comprehension
<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes to read aloud and to • understand the meaning of unfamiliar words. • Read further exception words, noting the unusual correspondences between spelling and sound. • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<ul style="list-style-type: none"> • Know which books to select for specific purposes, especially in relation to science, geography and history learning. • Use a dictionary to check the meaning of unfamiliar words. • Discuss and record words and phrases that writers use to engage and impact on the reader. • Identify some of the literary conventions in different texts. • Identify the (simple) themes in texts. • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Explain the meaning of words in context. • Ask relevant questions to improve my understanding of a text. • Infer meanings and begin to justify them with evidence from the text. • Predict what might happen from details stated and from the information deduced. • Identify where a writer has used precise word choices for effect to impact on the reader. • Identify some text type organisational features, for example, narrative, explanation and persuasion. • Retrieve information from non-fiction texts. • Build on others' ideas and opinions about a text in discussion.
Year 5	
Word Reading	Comprehension

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<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes to read aloud and to • understand the meaning of unfamiliar words. • Read further exception words, noting the unusual correspondences between spelling and sound. • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Re-read and read ahead to check for meaning. 	<ul style="list-style-type: none"> • Familiar with and can talk about (including discussing the features) a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. • Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. • Identify significant ideas, events and characters; and discuss their significance. • Recite poems by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Year 6	
Word Reading	Comprehension
<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes to read aloud and to • understand the meaning of unfamiliar words. • Use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. • Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. • Read fluently, using punctuation to inform meaning. 	<ul style="list-style-type: none"> • Read books that are structured in different ways. • Recognise texts that contain features from more than one text type. • Evaluate how effectively texts are structured and presented. • Read non-fiction texts to help with my learning. • Read accurately and check understanding. • Able to recommend books to others and give reasons for my recommendation. • Identify themes in texts. • Identify and discuss the conventions in different text types. • Identify the key points in a text.

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	<ul style="list-style-type: none">● Recite a range of poems by heart.● Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
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