Tanfield Lea Community Primary School Reading Progression Document



English holds a unique place in our curriculum. Not only does it combine different elements, such as literature, language and linguistics, but it also gives pupils a foundation of spoken language, reading and writing that enables them to think, talk and write about their world. This foundation is essential for all that pupils will go on to learn during their formal education and throughout their lives, including in subjects beyond English.
'Ofsted 2024'

Tanfield Lea Community Primary School
Reading Progression Document:



Introduction:

Reading is an integral component of the English programmes of study from the Early Years through to Key Stages 1 and 2. The Reading Framework (2023) states that:

Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching. This is why the government is committed to continuing to raise standards of literacy for all.

Through a structured reading curriculum, children will develop their **language comprehension**, while also building the key foundations of reading: through **word reading (**systematic phonics, word reading and spelling).

What we endeavour for our pupils:

We aim to create a culture in which all our children develop a love of reading. We aspire for every child to develop strong language comprehension, and word reading, preparing them to become motivated and confident readers who can articulate what they have read clearly.

They will learn the foundations of reading and use their word reading knowledge to become independent readers with their own unique love of literature that reflects their individuality. The children will become confident story critics. This will empower them to enjoy reading and feel proud of their reading accomplishments, sharing their favourite books with peers, wider school members, and families.

Tanfield Lea Community Primary School
Reading Progression Document: **Backed by research**



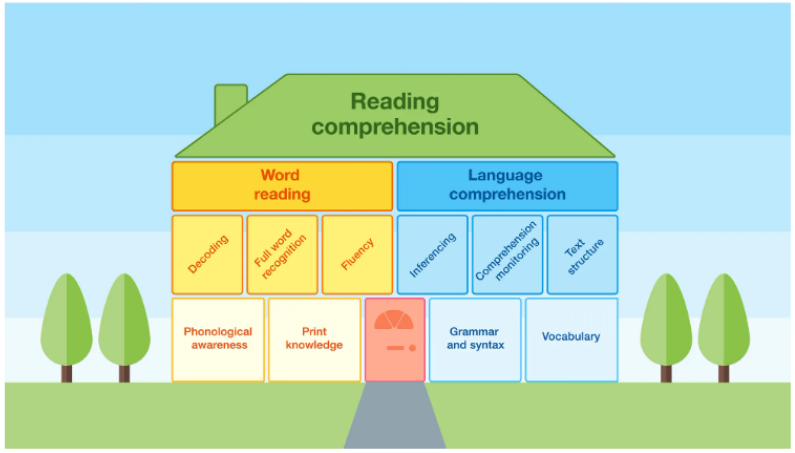
The research behind reading skills to children: Teaching children to read is fundamental to all other activity that takes place in the classroom. It demands our time, energy, and commitment. A simple ask of the families who entrust their children to us every day…teach my child to read. A simple ask, but a complex undertaking.

The Simple View of Reading provides a helpful point from which to understand that complexity. Breaking down to its component parts, the model highlights that successful reading is a product of two complex, but separable processes:

- **Word reading:** The ability to recognise, decode and understand the meaning of individual written words.
- **Language comprehension:** A multidimensional process that is used to access the underlying meaning of spoken and written language. This involves the integration of multiple sources of knowledge and skills, including knowledge of word meanings and syntax (the arrangement of words and phrases to create well-formed sentences in a language), and making inferences (for example, drawing on background knowledge as we listen and read).

Education Endowment Foundation 2026

Figure 2: Reading comprehension—the sum of many parts
Adapted from Hogan, Bridges, Justice, and Cain (2011)



The reading comprehension house is grounded in Gough and Tunmer's Simple View of Reading. It shows word reading and language comprehension as the two dimensions of reading that need to come together to enable reading comprehension.

Children need both good language comprehension and good word reading to become good readers.

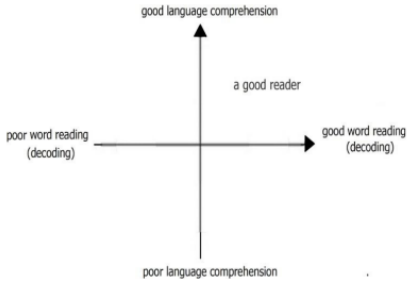
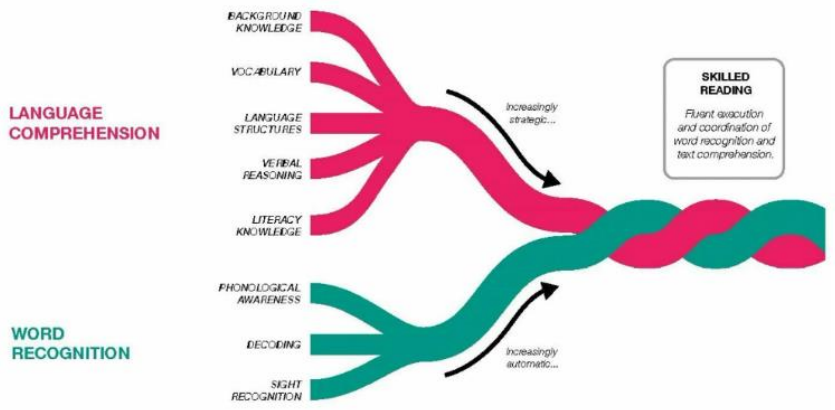


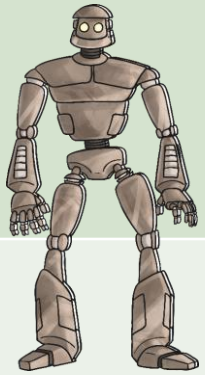
Figure 1: The knowledge of a good reader

Hollis Scarborough's 'reading rope' helps remind us of the many different threads that are essential to develop our pupils as skilled readers at all key stages. Tending carefully to each thread in the rope matters if we are to weave a strong reading rope in every classroom



Tanfield Lea Community Primary School
Reading Progression Document: **Weekly Offer**

<table>
<tr><th>Pre-School</th><th>Reception</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td>FFT First Step to Phonic activity</td><td colspan="2">FFT Phonic activity</td><td>FFT-Jungle Club
-Catch up phonics
if needed through the Lightning Squad</td><td colspan="4">FFT Catch up phonics
if needed through the Lightning Club</td></tr>
<tr><td colspan="4">Dialogic Reading Sessions
(Building comprehension skills)</td><td colspan="4">Whole class reading sessions
Succinctly (Teacher reads aloud, child reads aloud or reads to self before comprehension).</td></tr>
<tr><td></td><td colspan="3">Shared Reading (Reception and Year 1)
Routes to Reading (Year 2)

(Building word reading and comprehension skills)</td><td colspan="4">Accelerated Reader
(every day for at least 20 mins)
</td></tr>
<tr><td colspan="8">
1:1 Reading sessions</td></tr>
</table>

Our Bespoke English/Reading Spine and Foundation Curriculum: Quality texts at the heart of the English Curriculum including those used for Talk for Writing and Fiction and Non Fiction books linked to topics: enabling children to learning about stories (how you can make them up in five parts), what a book is, characters, their descriptions, perspectives, settings, plots, problems, resolutions, conclusions, endings, inference, retrieval, vocabulary, explanations, prediction and summarising .

Tanfield Lea Community Primary School
Reading Progression Document: **FFT Phonics (Pre-School–Year 1)**

FFT Phonics
Partner School

Phonics offer at Tanfield Lea Community Primary School

At our School, we are committed to developing children's phonic knowledge and abilities to help them to be capable readers. We know this will help them throughout their life and see it as our responsibility and duty to the children to give them the best start that we possibly can.

Reading is at the core of our curriculum at Tanfield Lea Community Primary School. Being able to read unlocks the curriculum and the world beyond school for our children, and we firmly believe working together in partnership with parents is fundamental to developing children's reading ability and enjoyment for reading.

Complemented by our Dialogic reading approach, we teach early reading through Phonics from Pre-School. We use guidance from a phonics scheme called 'Success for All' from the Fischer Family Trust. This scheme has been validated by the Department for Education.

We are thrilled to be a Success for All Partner School, a testament to our commitment to academic excellence and pupil success. Through this partnership, we have implemented effective strategies to improve early reading skills, ensuring that every child has a strong foundation for future achievements on our journey towards creating a community of lifelong learners!



Tanfield Lea Community Primary School
Reading Progression Document: **FFT Phonics (Pre-School 2–Year 1)**

First Steps to Phonics

For children in Pre-School who will be starting Reception the following academic year and for some children with additional needs we use the "First Steps to Phonics" programme. This provides a progressive and flexible approach to initial phonics teaching and learning. It seeks to reduce the cognitive load for children by gradually introducing new phonics skills during the year. The programme keeps early sessions short, which is appropriate for young children. It also enables them to understand and master initial skills before moving on to apply them for reading and writing.

The Success for All Leader and Pre-School teacher have worked together and are confident that it meets the needs of our learners and prepares them for the phonic requirements of Reception with a focus on early reading.



Phonological awareness (Unit 1)

The first two half terms are spent embedding phonological awareness through a range of activities based on:

- General Sound Discrimination (Environmental, Instrumental and Body Percussion)
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

The aim is that children should become attuned to the sounds around them and start to develop their oral blending and segmenting skills before formal phonics sessions are introduced during the Spring term.

Teaching Grapheme Phoneme Correspondences (GPCs, Unit 2)

In Spring and Summer term of Pre-School children continue to develop their phonological awareness. They also begin to recognise GPC's and apply skills that they have learned in Unit 1 to recognise these and read them in words. In Pre-School children will be introduced to one GPC per week. The aim is that when children leave Pre-School that they can orally blend and segment cvc words, recognise some GPC's and their corresponding alliterative phrase. Some children will also be able to use Stretch and Read to read CVC words.

In preparation for Reception, First Steps to Phonics resources use the same graphics and font as Success for All Phonics and Shared Reading, which children will begin to access the next academic year. The structure of First Steps to Phonics lesson plans follow similar routines to those which they will encounter in Reception. This ensures a seamless transition from one programme to the other and reduced cognitive overload.



Tanfield Lea Community Primary School
Reading Progression Document: **FFT Phonics (Pre-School 2–Year 1)**

Step 1-8 (Reception)



This consolidates then follows on from First Steps to Phonics, which children who previously attended our Pre-School will have followed.

The purpose of steps 1-8 is to move from oral blending and segmenting to blending and segmenting with graphemes (written phonemes). The children will learn to read the letters of the alphabet and will learn to read and write words with two and three sounds, for example in, tip, rock. We call these our green words. Children will be introduced to a small number of Common Exception Words – we call these our red words. These have to be recognised by sight as they cannot be decoded by the children at this stage, for example "the". Children also practise writing new and previously learnt letters and sounds (grapheme / phoneme correspondences or GPC's) in upper and lower case.

Steps 9-20 (Reception)

This continues in Reception. The children will learn 25 more sounds including diagraphs (two letters that make one sound for example sh) and trigraphs (three letters that make one sound for example air). The children will continue to practise how to blend and segment along with learning to read and write two syllable words. Spelling and sentence writing with known letters and sounds are introduced. Common alternative spellings / pronunciation are introduced.



Steps 21-32 (Reception)

These are the final steps taught in Reception. These steps review and consolidate children's knowledge of all letters and sounds (graphemes and phonemes) that they have learnt in Reception and to read and spell words with adjacent consonants that contain four sounds e.g. skip, boost, float.

Steps 33-56 (Year 1 term 1 and 2)



This begins in Year 1. Children will learn alternative ways of spelling the sounds, e.g 'oi' in coin and 'oy' in boy, and how to read and write words with split digraphs (such as cake, smile and stone). Children will practise spelling a range of two and three syllable words phonetically.

All key stage 1 red words are taught and reviewed, and children learn the spelling and grammar conventions from the Year 1 National Curriculum.

Tanfield Lea Community Primary School
Reading Progression Document: **FFT Phonics and Shared Reading (Reception–Year 1)**

Steps 57-68 (Year 1 term 3)

This takes place in the final term of year1 and focusses on reviewing and consolidating all content from year 1 and prepares them for the phonics screening test and year 2 Spelling and Reading programme.

will learn alternative ways of spelling the sounds for example, '**oi**' in coin and '**oy**' in

Daily Shared Reading session (taught every afternoon)



The Reception and Year 1 children have a daily reading lesson in addition to the phonics lesson, where they spend a week reading the same book, which links directly to their phonics lessons.

Throughout the week, pupils will work on the following skills:

-exploring the book reading 'green' words

-learning how to read 'red' words

-reading the text chorally as a class, partner reading, discussing what they have read

-comprehension questions/skills and writing about what they have read

-confidence and fluency

Our aim is that by a Friday children are "experts" at the book! They feel an enormous sense of achievement as they can read the book independently. They then take the book home as their home reader and celebrate this with their family.

These books can also be accessed at home by pupils in Reception and Year 1 through the parent portal.



Tanfield Lea Community Primary School
Reading Progression Document: **FFT Routes to Reading and Jungle Club (Year 2)**



Year 2 Spelling and Reading

When children complete SfA Phonics in Year 1, they move to Jungle Club from FFT. This sequenced programme comprises *Spelling with the Jungle Club* and *Routes to Reading*. All Year 2 staff have been trained to deliver this programme.

Spelling with the Jungle Club



Spelling with the Jungle Club is a fun, online spelling session completed in the mornings, which builds on the children's understanding of spelling from Year 1 to focus on alternative graphemes, suffixes and the Common Exception words for Year 2.

During each session, the children partake in sequenced interactive games. They focus upon development and consolidation of new spelling rules via listening and repeating, verbalisation and written examples.

The images on the next page (below) show the programme:



Routes to Reading



Routes to Reading is a Year 2 reading session completed in the afternoons which builds on the children's reading from Year 1. It involves both online and physical books where children build on the decoding and comprehension skills from the previous year. The books cover a wide range of genres and the children are paired up to read and discuss each book over a 2 week period. The books are then sent home so that the texts may be shared and the children's developing reading skills celebrated.

Tanfield Lea Community Primary School
Reading Progression Document: **FFT Lightning Squad-**
Catch up sessions for children that need it.

Phonics Assessment and Catching Up

Children are tested on a half-termly basis throughout Reception and Year 1, using the SfA RAP assessment tool. They complete the 'Phonics Screening Test' at the end of Year 1, as required by the Department for Education. Children who do not pass the test at the end of Year 1 are required to retake this test at the end of Year 2.

Children continue to be taught Phonics throughout school until they meet the standard.

Catching Up



In Reception, children who are falling behind in Reading are identified and additional support is given through Quality First Teaching.

In Key Stage 1, in addition to intervention through Quality First Teaching, children access Lightning Squad (an online Phonics intervention package aligned with Success for All Phonics).

In Key Stage 2, there is are intervention groups for children who are still not secure with their Phonics and / or have not passed the Phonics Screener. Intervention groups use the Lightning Squad.

Tanfield Lea Community Primary School
Reading Progression Document: **Dialogic Reading-building a love of reading**
(Pre-School 1 –Year 2)

Dialogic reading is an interactive, child-centred approach where the adult and child switch roles, so the child gradually becomes the storyteller. Instead of simply listening, children actively engage with the text through prompts, questions, and discussion. Repeated readings help them internalize the story's structure, language patterns, characters, and setting, which builds both comprehension and confidence.

Because the focus is on meaning rather than decoding, children aren't limited by their word-reading ability. This allows them to develop oral language skills, expand vocabulary, and practice narrative thinking. Over time, they gain a sense of ownership over the story, which supports both literacy development and self-confidence.



During their dialogic story reading, children will experience high-quality discussion to develop their vocabulary, grammar and comprehension skills. Teachers will feed the children's imagination and open up a treasure-trove of wonder and joy for curious young minds, building a love of stories and reading.

We share stories with children using the PEER Sequence approach.

Prompt the children using **CROWD** (**C**ompletion, **R**ecall, **O**pen-ended, **W**h and **D**istancing) questions to say something about the book.

Evaluate the child's response by rephrasing and adding information, if needed.

Expand on the response.

Repeat the prompt to make sure the child has learned from the expansion.



Tanfield Lea Community Primary School
Reading Progression Document: **Dialogic Reading (Pre-School -Year 2)**

Pre-School 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Pre-School 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

100 Books...

Adults have compiled a bespoke range of over 100 core texts that have been carefully selected to reflect their passion and enthusiasm for sharing books, encouraging a life-long love of reading!



Children will share these books at school and at home.

Cycle A Reading Spine

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Focus Book	English Focus Book	English Focus Book	English Focus Book	English Focus Book	English Focus Book
Dialogic Reading Books	Dialogic Reading Books	Dialogic Reading Books	Dialogic Reading Books	Dialogic Reading Books	Dialogic Reading Books

Cycle B Reading Spine

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Focus Book	English Focus Book	English Focus Book	English Focus Book	English Focus Book	English Focus Book
Dialogic Reading Books	Dialogic Reading Books	Dialogic Reading Books	Dialogic Reading Books	Dialogic Reading Books	Dialogic Reading Books

Tanfield Lea Community Primary School
Reading Progression Document: **Accelerated Reading (Year 3-6)**

Accelerated Reader (AR) is a whole-group reading management and monitoring programme that aims to motivate children to read, by guiding them to books that are just right for them and promoting rewards for their progress, Children can then build on their reading skills and enjoy reading, becoming confident, independent readers who read for pleasure.

AR is supported by scientifically-based research. An extensive body of research confirms the effectiveness of Accelerated Reader and best classroom practices in helping teachers dramatically improve children's reading skills. The research consistently demonstrates that Accelerated Reader enables teachers to target instruction and accelerate reading growth for children of all ability levels. (In a recent study by the EEF with Year 7 children they found that children who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress, in a 22-week period).

Accelerated Reader is made up in 2 parts

- The STAR Reading test – done termly.

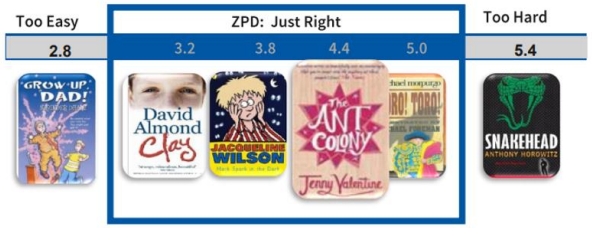
  This is an online test which determines the child's level (called the ZPD). This is done in school, but we will try to show you this today. It is adaptive so if it gets harder you are doing well.

- Accelerated Reader – online quizzes done throughout the year. This information is tracked by the teachers. It allows teachers to see how much children are reading (their minutes) and how they are managing with the books (their quizzes)

Accelerated Reader

Zone of Proximal Development (ZPD)

A range of book levels recommended for each student based on their reading ability
The student has free rein to choose books from within their entire ZPD range



Star Reading

20 minute computer-adaptive test used to assess reading ability.

Tracks reading growth.

Provides students with a personalised reading range called the ZPD, and teachers with data to monitor student progress.



Tanfield Lea Community Primary School
Reading Progression Document: **Talk for Writing**

Baseline Assessment

-(2 weeks before)
-use this to set targets and inform the planning

Cold Task

Planning:

- Cold task will highlight the skills needed to be taught.
- Decide on key vocabulary

Imitation: English Book

- Model text – by Y6 max is 350 words. Learnt during imitate week. Rehearsed every day but pupils do not record this in their books.
- Stories are in 5 parts / Non-Fiction Max. of 5 parts.
- Skills focus taught within this phase which are informed by the cold task
- Create a class 'Toolkit' based on the skills taught.
- No Creative Writing during this phase.

Innovation: English Book

- Show children the box up model text (5 parts). Use that box up to change parts to their theme / plan the skills to be included in each section (1 lesson).
- **Early years**-Innovate writing over several days. Children share their ideas and pick class changes (story map).
- Innovate writing over several days. This would be modelled. In KS1 it would be simpler, by KS2 children would be adding from toolkit. Each day feedback sheets would be used to build on this – time given for children to respond to this.

Hot Task

Independent Application (Invent):

- Boxed up but all their own ideas
- Early in the week – Generate ideas / do research + Box up
- Write over several days. This would continue to be modelled. In KS1 it would be simpler, by KS2 children would be adding from toolkit.
- Each day feedback sheets would be used to build on this.

Children develop their language comprehension skills through participating in Talk for Writing. They learn a story in depth and understand how to recreate it using five key parts. Throughout the process, children build their oracy, expand their vocabulary, and deepen their understanding of story structure, inference, and prediction. This approach supports them in becoming confident storytellers themselves.







Tanfield Lea Community Primary School
Reading Progression Document: **Pre-School 1 Key Skills**



	Word Reading **Applies phonic knowledge to decode words:**	**Comprehension Reading age-appropriate texts**
Autumn	• I listen and begin to join in with rhymes	• Enjoys and is beginning to join in with story time • Begin to explore puppets and storytelling resources.
Spring	• I listen and join in with rhymes	• Choose to look at books with others • Show an interest in props, puppets and resources linked to familiar stories.
Summer	• I listen and join in with rhymes and rhyming activities.	• Choose to look at books independently and is beginning to comment on the illustrations. • Beginning to understand the story sequence (The End) and joins in with basic repeated refrains. • Begin to recall some events that have happened in the story and talk about them using simple vocabulary and phrases.

Tanfield Lea Community Primary School
Reading Progression Document: **Pre-School 2 Key Skills**



	Word Reading **Applies phonic knowledge to decode words:**	**Comprehension Reading** age-appropriate texts
Autumn	• I can make different sounds with my body and instruments. • I listen and join in with rhymes and rhyming activities.	• Has an interest in listening to stories. • Begin to have an awareness that print has meaning. • Choose to look at books with others • Begin to explore puppets and storytelling resources.
Spring	• Can spot or suggest rhymes • Can clap syllables in words • I can play phoneme (sound) games, listening to the different phonemes in words.	• Choose to look at books independently and will comment on the illustrations. • Handle books correctly. • Use props, puppets and resources to re-tell familiar stories.
Summer	• Continue a rhyming string • Begin to orally divide words into syllables. • Able to hear the initial sound in words • Aware of some single letter sounds and the corresponding letter. • I can blend phonemes in some words (say it fast). • I can segment some words into phonemes (break it down).	• Talk about a book, it's pages, the front, back, title, author and illustrator. • Understand the story sequence and join in retelling five parts of the story. • Begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role-play. • Recall some events that have happened in the story and talk about them using simple vocabulary and phrases. • Demonstrates an understanding of what has been read to me by retelling stories using puppets and my own words, including some recently introduced vocabulary and some correct grammar.

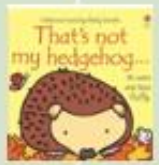
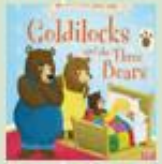
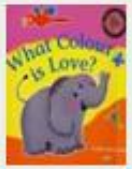
Tanfield Lea Community Primary School
Reading Progression Document: **Reception Key Skills**



	Word Reading **Applies phonic knowledge to decode words:**	**Comprehension Reading** age-appropriate texts
Autumn	• Continue a rhyming string • Begin to orally divide words into syllables. • Able to hear the initial sound in words • Aware of some single letter sounds and the corresponding letter. • I can blend phonemes in some words (say it fast). • I can segment some words into phonemes (break it down).	• Understand the story sequence and join in retelling five parts of the story. • Recall some events that have happened in the story and talk about them using simple vocabulary and phrases. • Demonstrates an understanding of what has been read to me by retelling stories using puppets and my own words, including some recently introduced vocabulary and some correct grammar.
Spring	• I can read and spell vc and cvc words by identifying phonemes in them. • Begin to read some simple phrases and sentences using my phonic knowledge. • Create a story map and retell a five part story to my teacher and peers. • Demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words, recently introduced vocabulary and correct grammar. • Anticipate, where appropriate, key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role-play.	• Talk about a book, it's pages, the front, back, title, author, illustrator and spine, characters, events and the blurb. • Anticipate, where appropriate, key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role-play.
Summer	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems and during role play. Word Reading

Tanfield Lea Community Primary School
Reading Progression Document: **Pre-School Reading Spine**

Pre-School 1 (2-3 Year Old Children)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Talk for Writing Oral Retell Only						
Other key texts	      		    	 	  

Tanfield Lea Community Primary School
Reading Progression Document: **Pre-School Reading Spine**

Pre-School 2 (3-4 Year Old Children)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Talk for Writing Stories						
Other key texts	   	 	  	  	 	  



Tanfield Lea Community Primary School
Reading Progression Document: **Reception Reading Spine**

Reception (4-5 Year Old Children)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Talk for Writing						
	  	  	 	 	 	



Tanfield Lea Community Primary School
Reading Progression Document: **Year 1 Key Skills**



	Word Reading **Applies phonic knowledge to decode words:**	**Comprehension Reading** age-appropriate texts
Autumn	• reads simple sentences • responds with the correct sounds to known graphemes • blends sounds aloud when attempting to read new words • re-reads books to develop confidence • uses picture clues to help when reading simple texts	• listens to poems, stories and non-fiction making links to own experiences • demonstrates understanding when talking with others about what they have read • retells key stories, fairy stories and traditional tales through role play • answers questions about stories read • identifies features of books, e.g. title etc. • recognises predictable phrases listens to simple rhymes and poems and joins in with others when reciting them
Spring	•reads simple sentences with some fluency • responds speedily with the correct sound to known graphemes • applies phonic knowledge to decode words • blends sounds in unfamiliar words containing known GPC, when reading • reads known CEW • begins to read words containing known GPS and –s,-es, -ing, -ed, -er and –est endings • reads words of more than one syllable that contain known GPCs on occasions • begins to read words with contractions • re-reads books to develop confidence and fluency uses pictures to read and understand the text	• listens to and discusses poems, stories and non-fiction, making links to own experiences and offering opinions about them • talks about books, using own knowledge and information provided by the teacher • retells key stories, fairy stories and traditional tales orally in simple sentences • joins in with predictable phrases • begins to make simple inferences (from pictures, objects, stories) • talks about the meaning of unfamiliar words • learns to appreciate simple rhymes and recites these by heart • begins to distinguish between fact and fiction • notices when reading does not make sense shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher
Summer	• reads aloud books that are consistent with developing phonic knowledge • responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes • reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught • reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word • reads words containing known GPS and –s,-es, -ing, -ed, -er and –est endings • reads words of more than one syllable that contain known GPCs • reads words with contractions • begins to take account of punctuation when reading • begins to use context clues to help reading for meaning re-reads books to develop confidence, fluency and expression	• listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently • links what they hear or read to their own experiences • retells stories they have read, heard and discussed using appropriate vocabulary • talks about what is read to them, taking turns and listening to others. Expresses opinions based on these • explains understanding of what they have read • talks about particular characteristics of different types of stories • talks about the significance of the title and events • makes inferences on the basis of what is read • makes simple predictions • learns and appreciate rhymes and poems and can recite some by heart • discusses word meanings, making links to known words

Tanfield Lea Community Primary School
Reading Document **Year 2**



	Word Reading **Applies phonic knowledge to decode words:**	**Comprehension Reading** age-appropriate texts
Autumn	• reads aloud books closely matched to phonic knowledge, building unfamiliar words with increased accuracy • reads most known graphemes • reads unfamiliar words containing known GPCs accurately • reads accurately words that have been encountered frequently • reads known CEW fluently • segments words into syllables to aid decoding • uses punctuation to aid reading with expression, beginning to notices when reading does not make sense and attempts to self-correct	• listens to and talks about a wide range of contemporary and classic poetry, stories and non-fiction • retells a range of story in sequence • answers questions about books read and shared • finds and retrieves literal information • begins to ask simple questions about books read and shared • recognises simple recurring language in poems and stories • makes plausible predictions • distinguishes between fact and fiction shows some awareness of text features
Spring	•reads aloud books closely matched to phonic knowledge, accurately building unfamiliar words without prompting • reads familiar words without overt sounding and blending • reads words of 2 or more syllables • reads CEW fluently taking note of unusual correspondences between spelling and sounds and where these occur in words • uses punctuation to read with increased expression beginning to notices when reading does not make sense and begins to self-corrects	• asks and answers questions about books read and shared • makes simple inferences using evidence from the text • talks about new vocabulary and offers suggestions about the meaning based on the context • discusses favourite words and phrases • explains how items of information are related and discusses sequence of events • makes plausible predictions, using evidence from the text
Summer	• applies phonic knowledge and skills consistently to decode age-appropriate texts accurately • sounds out unfamiliar words accurately • automatic decoding, using phonics, is embedded and reading is becoming fluent • recognises and effortlessly decodes alternative sounds for graphemes • reads accurately words of two or more syllables, containing known graphemes • recognises and effortlessly decodes most CEW • reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently • reads words containing common suffixes • reads age-appropriate texts with increased fluency and confidence • notices when reading does not make sense and takes appropriate action • begins to use expression and intonation to engage a listener, when reading aloud self-corrects and re-reads to make ensure fluency and meaning	• regards reading as a pleasurable activity • identifies sequences of events in texts and offers simple explanations of how items of information relate to one another • demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales • recognises and understands the different structures of non-fiction books that have been introduced • shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary • demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided • constructs meaning whilst reading independently, self-correcting where the sense of the text is lost • makes inferences on what has been read • asks and answers questions appropriately, including those based on inference of what is said and done • makes predictions on the basis of what has been read so far • participates in discussions , offering opinions and explanations for these about books, poems and other materials exercises choice in selecting books

Tanfield Lea Community Primary School
Reading Progression Document: **Year 1/2: Cycle A**



Year One and Two CYCLE A	Fiction	Non-Fiction
Autumn One	Room on the Broom, (AR – 2 to 3) (All texts by Julia Donaldson). Genre: Rhyming story Poetry: Halloween Poetry	
Autumn Two	Knights and Dragons Unite Genre: Retell	Castles Genre: Information texts Letters to Santa (TfW)
Spring One	My Granny is a Pirate (AR- 3.2) Genre: Pirates Poetry: Pirate Poems	Desert Islands (TfW), Genre: Description
Spring Two	The Best-Loved Bear (AR-2.7) and This is the Bear and the Scary Night Genre: Retell	Instructions: How to Make a Rocket Genre: Instructions
Summer One	Man on the Moon Genre: Adventure	Space Genre: Diary Entry
Summer Two	Handa's Surprise (A.R. 1.7), Genre: Stories from around the world	Non-chronological report about poison dart frog/Bengal tiger (TfW) Genre: Non-chronological report

Tanfield Lea Community Primary School
Reading Progression Document: **Year 1/2: Cycle B**



Year One and Two	Fiction	Non-Fiction
Autumn One	We're going on a Bear Hunt (TFW) (AR - 1.3) Genre: Tale of Quest Poetry: Harvest poems	How to Make a Puppet Genre: Instructions
Autumn Two	Traditional Stories: (TFW) Little Red Riding hood, Ginger Bread Man, Rumpelstiltskin Genre: Warning	Letters Genre: Persuasive letter
Spring One	Pumpkin Soup (SFW) (AR - 3.1) Genre: Friendship Tale	Great Fire of London (AR - 3.1) Exploring London Genre: Information
Spring Two	Katie Morag (AR - 3 to 4) Genre: Warning Tales	Diaries Genre: Recount
Summer One	Australian Dreamtime Stories Genre: Moral tale	Australian animal report. Genre: Non-chronological report
Summer Two	Lighthouse Keeper's Lunch Genre: Adventure	How to stay safe at the Beach How to go Rock pooling Genre: Explanation Poetry: Seaside Poetry

Tanfield Lea Community Primary School
Reading Progression Document: **Year 3 Key Skills**



	Word Reading **Applies phonic knowledge to decode words:**	**Comprehension Reading age-appropriate texts**
Autumn	• uses a range of strategies when reading aloud when prompted • reads age-appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words • experiments with different pronunciations when reading unfamiliar, longer words • makes good approximations of a word's pronunciation	• listens to, and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books • reads independently and can talk about what has been read • makes inferences from texts and can explain these • identifies the main points of a text • makes predictions based on evidence from the text and can explain these St Joseph's Catholic Primary School Subject Yearly Overview – Reading recognises that books are structured in different ways for different audiences and purposes
Spring	• begins to use a range of strategies when reading independently • self-corrects using the appropriate strategies • discusses meaning of new words based on understanding of root words, prefixes and suffixes begins to read ahead looking for clues to determine meaning	• begins to read silently for short periods of time • reads books that are structured in different ways • begins to ask questions to improve understanding of the text • recognises the author makes choices regarding the vocabulary used • discusses words and phrases that capture the reader's interest and imagination • recognises that authors make choices regarding the layout of text / information • explains how the structure of a text has impact on the reader • begins to recognise different forms of poetry selects books based on awareness of reading preferences
Summer	• reads a range of texts with fluency, understanding and expression • talks about different strategies that can be used to help make sense of reading • begins to select the most effective strategy • self-corrects without prompting when necessary	• reads silently for longer periods of time • reads for a range of purposes • checks reading makes sense • talks about their understanding and tries to explain the meaning of words in context • reads and discusses a variety of text types • talks about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons • asks questions to improve understanding of the text • infers reasons for action and events • identifies words and phrases used to create mood and tension • begins to summarise what has been read • picks out key points when sequencing fiction • offers explanation for layout or organisational features used within a text • makes comparisons between stories and between non-fiction texts comparing like with like • identifies some different forms of poetry prepares poetry to be read aloud

Tanfield Lea Community Primary School
Reading Progression Document: **Year 4 Key Skills**



	Word Reading **Applies phonic knowledge to decode words:**	**Comprehension Reading** age-appropriate texts
Autumn	• reads a range of texts with fluency, understanding and expression, independently selecting an appropriate strategy	• talks about books read, offering opinions– at times with prompts • retrieves and records information from non-fiction texts • begins to draw inferences re. characters' thoughts, feelings and motives from their actions • summarises main points of stories / information within a paragraph • recognises the purpose, form and audience of a text • begins to read a range of different forms of poetry begins to prepare readings to be presented to audiences
Spring	• reads a range of texts with fluency, understanding and expression selecting the most effective strategy reads further CEW words	• talks about books read, offering opinions and synopsises • expands and explains answers to questions based on texts read • makes reference to texts when answering questions • identifies main ideas drawn from more than one paragraph and can summarise these • predicts what might happen from details stated and implied • names some key children's authors • reads aloud with increasing confidence chooses books based on knowledge of author, text type and purpose of reading
Summer	• reads most words effortlessly at a speaking pace • Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words • reads further CEW noting unusual correspondences between spelling and sound and where these occur in words • reads aloud with appropriate volume	• reads a wide range of fiction and no- fiction, including poetry. • talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions • talks about themes and conventions when discussing books • understands the different reasons for reading – for pleasure / to find information, for example • uses the structure of books to navigate around texts • selects books based on own reading experiences and preferences • talks about known authors • reads independently with sustained concentration • offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate • recognises different forms of poetry

Tanfield Lea Community Primary School
Reading Progression Document: **Year 3/4: Cycle A**



Years Three and Four CYCLE A	Fiction	Non-Fiction
Autumn One	The Iron man - Ted Hughes (AR - 4.7) **Genre:** Modern fairy tale **Focus:** Character description	Instructions for the Iron-man (TfW) **Genre:** Instructions
Autumn Two	Caribbean Dozen, Anansi Stories, No dinner for Ananasi (AR -2.5) **Genre:** Descriptive writing, Poetry and moral tales **Focus:** Setting/descriptions	The Caribbean **Genre** Non-Chronological Report
Spring One	Tommy Armstrong poems **Focus:** Description	Diary entries **Genre:** Recount
Spring Two	Charlie and the Chocolate Factory - Roald Dahl (SfW) (AR - 4.8) **Genre:** Finding story **Focus:** Setting/ character	Persuasive letter to Mr Wonka (TfW) **Genre:** Persuasive
Summer One	Stig of the Dump - Clive King (A.R. 5.5) and Stone Age Boy - Kitamura, Satoshi (A.R 3.5) **Genre:** Friendship **Focus:** Characters / setting	How to build a Den (TfW) **Genre:** Instructions
Summer Two	Willie the Wizard Anthony Browne (SfW) (AR - 3.7) **Genre:** Finding/losing story **Focus:** Speech	Visit Rome (TfW) **Genre** Persuasive leaflet

Tanfield Lea Community Primary School
Reading Progression Document: **Year 3/4: Cycle A**



Years Three and Four CYCLE B	Fiction	Non-Fiction
Autumn One	Charlotte's Web - E.B. White (AR - 4.4) **Genre:** Friendship **Focus:** Characters/setting	Diary entries **Genre:** Recount - Diary entry
Autumn Two	The Three Billy Goats Gruff (SfW) **Genre:** Traditional Tale **Focus:** Action	How to trap a troll (TfW) **Genre:** Instructions
Spring One	How to Train Your Dragon - Cressida Cowell (AR - 6.6) (SfW) **Genre:** Adventure **Focus:** Characters/action	The Manchester Ridgeback (TfW) **Genre:** Non-chronological report
Spring Two	Escaping Pompei (SfW) **Genre:** Suspense	The Rise of the Roman Empire (TfW) **Genre:** Non - Chronological Report
Summer One	There's a Pharoah in our Bath - Jeremy Strong (AR - 4.7) **Genre:** Humour	The Death of King Tut (TfW) **Genre:** Newspaper Reports
Summer Two	The Impossibly Possible Bookshop (SfW) Genre: Portal story	How to mummify (TfW) **Genre** Explanation

Tanfield Lea Community Primary School
Reading Progression Document: **Year 5 Key Skills**



	Word Reading **Applies phonic knowledge to decode words:**	**Comprehension Reading** age-appropriate texts
Autumn	• reads at a reasonable speaking pace • reads most words effortlessly pronounces unfamiliar words with automaticity	• reads longer books with sustained interest • groups books according to theme or convention • recognises when unsure of word meaning / pronunciation and requests help • begins to show empathy/understanding with characters' motives and behaviours • infers meaning of unfamiliar words from context • infers characters' thoughts feelings and motives summarises and presents stories in own words
Spring	• develops confidence when reading aloud	• recognises an increasingly wide range of books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures • talks about favourite authors and types of books, giving reasons for preferences • asks questions to enhance understanding of the text • retrieves information from a text, using efficient and effective methods • recognises author's viewpoint • uses inference and predictions to support reading • begins to identify descriptive and figurative language that has been used for effect summarises main idea from more than one paragraph
Summer	• reads aloud with appropriate volume and expression to make meaning clear to the audience	• reads an increasingly wide range of books • selects books based on reading experiences and knowledge of books • distinguishes between fact and opinion in non-fiction reading • explains the effect and impact of author viewpoint • discusses author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.) • begins to make comparisons across and between books • begins to show the influence of reading in writing • builds up a repertoire of poems that are known by heart prepares poems and plays to read aloud

Tanfield Lea Community Primary School
Reading Progression Document: **Year 6 Key Skills**



	Word Reading **Applies phonic knowledge to decode words:**	**Comprehension Reading age-appropriate texts**
Autumn	• reads confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books • determines meaning of new words by applying knowledge of root words, suffixes and prefixes demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience	• recognises reoccurring themes and conventions across a range of texts • participates actively in discussion about books • discusses how authors use language, including figurative language and how this impacts on the reader • summarises main idea from more than one paragraph uses elements taken from reading in own writing
Spring		• retrieves information effectively using organisational features • records and presents information from non-fiction texts • identifies how punctuation is used for impact and effect • recognises authorial techniques and styles and can explain how authors use these to create particular moods and effects • distinguishes between statements of fact and opinion; and in non-fiction. • discusses and evaluates author's use of language and its impact on the reader • explains author's organisation of a text • asks questions to enhance understanding of the text.
Summer		• demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction. • reads and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions). • recommends books to others based on own reading preferences, giving reasons for choice. • knows a wide range of poetry by heart. • explains how language, structure, and presentation, can contribute to the meaning of a text. • identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing. • draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.

Tanfield Lea Community Primary School
Reading Progression Document: **Year 5/6: Cycle A**



Key Stage One and Two Reading Spine

	Fiction	Non-Fiction
Autumn One	Boy - Roald Dahl (AR—6) **Poetry:** Revolting Rhymes	
Autumn Two	The Lost World (extract) - Arthur Conan Doyle (AR -7.8) **Genre:** Finding Tale	Complaint to the Council letter **Genre:** **Extra Poetry :** Haikus Avoid Being a Mayan Soothsayer
Spring One	The Highway Man—Alfred Noyes (AR- 4.9) The Highway Rat - J. Donaldson **Genre:** Tale of Fear	Should Daleks be allowed on Earth? (TfW) **Genre:** Discussion
Spring Two	Beowulf - Michael Morpurgo (AR - 7.0) **Genre:** Defeating a Monster	Grendel: A Rare Form of Monster (TfW) **Genre:** Non-chronological report
Summer One	Wreck of the Zanzibar - M. Morpurgo (AR - 4.1) **Genre:** Warning tale	Valley formation **Genre:** Explanation text
Summer Two	Grandpa Chatterji - Jamila Gavin (AR - 4.6) **Genre:** Moral tale	Hawk Ridge Wildlife Park **Genre:** Persuasive texts

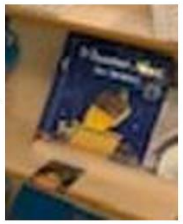
Tanfield Lea Community Primary School
Reading Progression Document: **Year 5/6: Cycle B**



	Fiction	Non-Fiction
Autumn One	The Fib/Cliffhanger—J.Wilson (Read on Residential) Focus: Flashback, suspense David Almond—My Dad's a Birdman (AR 3.0) Extra Poetry: Leisure by W H Davies/Revolting Rhymes	Boy - Roald Dahl (AR—6) How to look after a Dragon (TfW) Genre: Biography Instructions
Autumn Two	The Lost World (extract) - Arthur Conan Doyle (AR -7.8) Genre: Finding Tale Focus: Flashback / action	Complaint to the Council letter Genre: Letters (TfW) Explanation Extra Poetry : Haikus Avoid Being a Mayan Soothsayer
Spring One	The Highway Man—Alfred Noyes (AR- 4.9) The Highway Rat - J. Donaldson Genre: Tale of Fear Focus: Setting Cloudbusting—Malorie Blackman (AR—3.3)	Should Daleks be allowed on Earth? (TfW) Genre: Discussion
Spring Two	Beowulf - Michael Morpurgo (AR - 7.0) Genre: Defeating a Monster Focus: Suspense and cliffhangers	Grendel: A Rare Form of Monster (TfW) Genre: Non-chronological report
Summer One	Wreck of the Zanzibar - M. Morpurgo (AR - 4.1) Genre: Warning tale Focus: Characterisation	Valley formation Genre: Explanation text
Summer Two	Grandpa Chatterji - Jamila Gavin (AR - 4.6) Genre: Moral tale Focus: Show not Tell, characterisation through dialogue.	Hawk Ridge Wildlife Park Genre: Persuasive texts

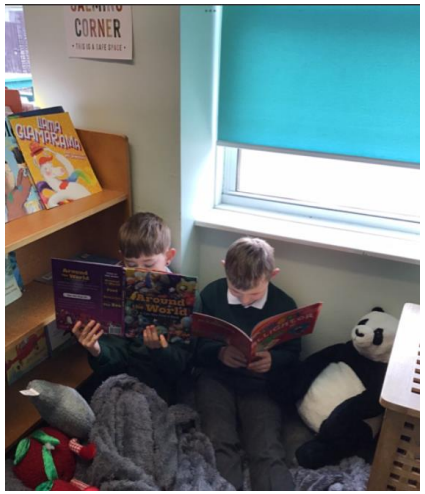
Tanfield Lea Community Primary School
Reading Progression Document: **Reading Areas**

Building a love of reading by providing areas in classes, libraries and outdoor reading sheds.







Dialogic Reading Shed (we ensured all books where stored the same as classroom books and added displays to make the space inviting).

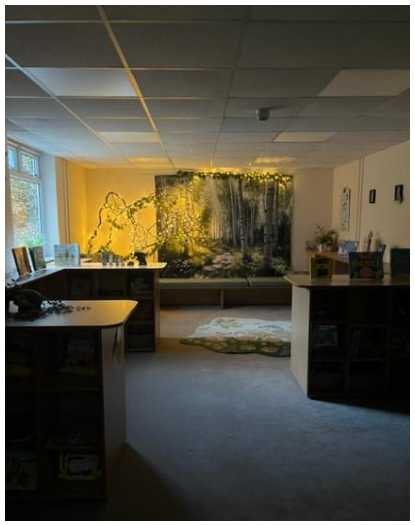


















Tanfield Lea Community Primary School
Reading Progression Document: **Yearly Author Visits and the Book Fair**







Celebrating the twelve dialogic reading books (thirteen including The Christmas Story) that we have shared together this year.
Who is the author? - We linked this question to our visit from author James Harris #tanfieldearlyyears #tanfieldenglish









Tanfield Lea Community Primary School
Reading Progression Document: **Enhancements Linked to Reading**

Shared reading in year 2. We are loving the poem that tells of the Dreams of Moxie Mouse and Cat Capone. Reading partners help with challenging vocabulary, fluency & accuracy.
#tanfieldenglish







Two pupils have co-authored their very own story book and brought it to share with their classes. Year 6 and Year 2 loved hearing about the adventures of Boxer Boy and Great Granny Girdle.



Innovation week in Reception.
#tanfieldearlyyeaes #tanfieldenglish



1HB have been exploring moving books to help them with their new DT project.



Pre-School children have been engaging in activities linked to the story Stick Man.



2W's 1st visit to upper school library to choose their new AR reading books.
#tanfieldreading



Tanfield Lea Community Primary School
Reading Progression Document: **Reading Focused Parental Involvement**















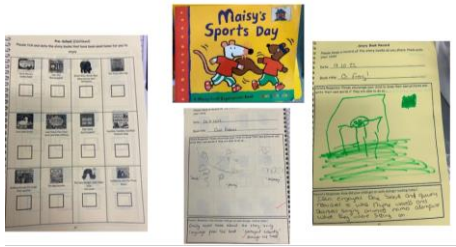


Tanfield Lea Community Primary School
Reading Progression Document:

Parents/Carers Guide to Supporting Children's Development with Reading at Home.

Support children with their home learning:

Familiarise yourself with the methods used in school to support reading (these can be found in your child's organiser), including the dialogic reading, shared reading and accelerated reading methods.
Encourage and praise your child/ren even when they find this tricky. Keep trying!



Read Together Regularly:

Daily Reading: Aim to read together for at least 10-15 minutes each day. This can be a bedtime story or a quiet time during the day.

Cosy Space: Set up a comfortable and quiet area in your home dedicated to reading. This can be a cosy corner with cushions or a reading nook.
Access to Books: Ensure that books are easily accessible. Consider visiting local libraries regularly to let children choose their own books, fostering a sense of ownership.
Talk About Books: Discuss the stories you read together. Ask open-
ended questions about the characters, plot, and their feelings about the story. This enhances comprehension and critical thinking.



Make Connections: Relate the stories to real-life experiences or other books. This helps children understand and remember what they read.
Literacy Games: Engage in games that promote literacy, such as word games, rhyming games, or storytelling activities. This makes learning fun and interactive.

Be a Role Model: Show your child that reading is valuable by reading yourself. Let them see you enjoying books, magazines, or articles.

Celebrate Progress: Acknowledge and celebrate their reading achievements, no matter how small. This builds confidence and encourages them to keep reading.

By implementing these strategies, you can create a supportive and enriching reading environment that fosters a love for reading and enhances your child's literacy skills.
Reading together not only improves their academic performance but also strengthens your bond with them.

Tanfield Lea Community Primary School
Reading Progression Document:

Parents/Carers Guide to Supporting Children's Development with Reading at Home.

We shared examples of us using the approach in class on our You Tube channel.





Prompt, Evaluate, Expand, Repeat the prompt

Mrs Dunham reads 'The Gruffalo'.

The Three Little Pigs

The Enormous Turnip

Mrs Watson reads the traditional tale 'The Gingerbread Man'

Tanfield Lea Community Primary School
Reading Progression Document



Links to the English Statutory Curriculum:

Early Years:
EYFS statutory framework for group and school-based providers

National Curriculum in England: English programmes of study:
National curriculum in England: English programmes of study - GOV.UK

National Curriculum in England: English programmes of study: key stage 1 and 2
English programmes of study: key stages 1 and 2