

**Allithwaite C of E Primary School Curriculum - Vertical progression – Literacy – Reading –  
Communication & Language – Expressive Arts & Designs - English overview**

<b>Playing &amp; Exploring - Engagement</b>	<b>Active Learning - Motivation</b>	<b>Creating &amp; Thinking Critically - Thinking</b>
Finding out & exploring Playing with what they know Being willing to 'have a go'	Being involved & concentrating Keep on trying Enjoying achieving what they set out to do	Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

**ELG**  
**Comprehension**  
 -Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary  
 -Anticipate, where appropriate, key events in stories  
 -Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play

**Word Reading**  
 -Say a sound of each letter in the alphabet & at least 10 digraphs  
 -Read words consistent with their phonic knowledge by sound-blending  
 -Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words

Focus	Decoding	Range of reading	Familiarity with texts	Poetry & performance	Word meaning	Understanding & Inference	Prediction	Discussing reading
<b>Nursery</b>	Understand print has meaning, can have different purposes, we read English text from left to right & from top to bottom, the names of the different parts of books & page sequencing. Count or clap syllables in a word. Recognise words with the same initial sound. Recognises familiar words and signs such as own name, advertising logos and screen icons.	Shows interest in illustrations and words in print and digital books and words in the environment. Looks at and enjoys print and digital books independently.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Begins to be aware of the way stories are structured, and to tell own stories. Be able to talk about familiar stories & tell a long story.	Spot & suggest rhymes. Sings to self and makes up simple songs. Creates sounds, movements, drawings to accompany stories. Sing a large repertoire of songs.	Engage in extended conversations about stories, learning new vocabulary. Builds up vocabulary that reflects the breadth of their experiences.	Beginning to understand why and how questions. Uses talk to explain what is happening.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Talks about events and principal characters in stories and suggests how the story might end.	Listens to others in one-to-one or small groups, when conversation interests them. Listens to familiar stories with increasing attention and recall. Be able to express a point of view & to debate when they disagree.
<b>Reception</b>	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound & say sounds for them. Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words.	Enjoys an increasing range of print & digital books, both fiction and non-fiction. Knows that information can be retrieved from books, computers & mobile digital devices.	Describes main story settings, events & principal characters in increasing detail.	Re-enacts and reinvents stories / poems they have heard in their play. Beginning to understand humour, e.g. nonsense rhymes. Uses combinations of art forms, e.g. moving and singing, making and dramatic play.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Engages with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text. Uses talk to organise, sequence & clarify thinking, ideas, feelings and events Give explanation of why events happened in a story. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Understands a range of complex sentence structures including negatives, plurals and tense markers.	Is able to recall & discuss stories or information that has been read to them, or they have read themselves. Listens & responds to ideas expressed by others in conversation or discussion. Understands questions such as who; why; when; where and how. Links statements & sticks to a main theme or intention.

Year 1	<p>Apply phonic knowledge to decode words. Speedily read all 40+ letters /groups for 40+ phonemes Read accurately by blending taught GPC. Read common exception words. Read common suffixes (-s, -es, -ing, -ed, etc.) Read multi-syllable words containing taught GPCs Read contractions and understanding use of apostrophe. Read aloud phonically-decodable texts.</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear to their own experiences.</p>	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases.</p>	<p>Learning to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Discussing word meanings, linking new meanings to those already known.</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events.</p>	<p>Predicting what might happen on the basis of what has been read so far.</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p>
Year 2	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>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.</p>	<p>To recognise that non-fiction books are often structured in different ways. Listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.</p>	<p>Making 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. Discuss the sequence of events in books and how items of information are related.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Predict what might happen on the basis of what has been read so far.</p>	<p>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.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>
Year 3	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>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.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -fion, -ssion and -cian, to begin to read aloud.</p>	<p>To retrieve and record information from non-fiction texts. Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. (Ask questions to improve their understanding of a text). To justify predictions using evidence from the text.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p>	<p>Predict what might happen from details stated and implied.</p>	<p>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).</p>

Year 4	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>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.</p>	<p>Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>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.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. (Ask questions to improve their understanding of a text).</p> <p>To justify predictions using evidence from the text.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p>	<p>Predict what might happen from details stated and implied.</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>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).</p> <p>To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.</p>
Year 5	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>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.*</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>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.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Make comparisons within and across books.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>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</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<p>Predict what might happen from details stated and implied.</p>	<p>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.</p> <p>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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.</p>

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.

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).

To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

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.

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.  
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.  
Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  
Ask questions to improve their understanding.  
Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.

Predict what might happen from details stated and implied.

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 to make 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.