

Foxes (Cycle A / Cycle B)						
Term	Autumn		Spring		Summer	
Reading aloud to children						
Intent	<ul style="list-style-type: none"> - Widening knowledge of texts and authors, including non-fiction and poetry. - Sustaining stamina in listening and reading texts. - Making connections within a book. 					
Implementation	<ul style="list-style-type: none"> - Daily exposure to quality books. - Shared enjoyment of texts. - Assess to reading books within continuous provision. 					
Core text progression	Non-fiction texts, videos or picture prompts. Speaking and listening: Use descriptions accurately, begin to mark make and label objects, match words to pictures, to ask and answer questions, to retell simple events.	Kipper's birthday Colour Monster What the ladybird heard on holiday Oliver's Vegetables Little Red Hen Meg and Mog Where the Poppies now grow Wow said the owl How to catch a star	Goldilocks Jack And the beanstalk Cinderella Gingerbread man Three billy goats gruff Three little pigs Little Red Riding Hood	Elmer Ah Spider Oi Frog Dear Zoo Rosie's Walk Tiger that came to tea Monkey Puzzle Owl Babies The Odd Egg	The Train Ride Hungry caterpillar Titch Whatever Next! Bear Hunt Lost and Found Handa's surprise	What the lady bird heard at the seaside Sharing a shell Spot goes on holiday Ten little pirates Billy's bucket Commotion in the ocean
Core Rhyme Progression	1,2,3,4,5 Once I caught a fish alive Ba, ba, black sheep Hey, diddle, diddle	Humpty Dumpty Jack and Jill Miss Molly had a dolly	Pat-a-cake Round and round the garden The Grand old Duke of York	Twinkle, twinkle little star A sailor went to sea Down at the Station	Hickory, Dickory, Dock Incy, wincy spider Mary, Mary, quite contrary One, two, buckle my shoe	Ring a ring a roses Row, row, row your boat The Wheels on the Bus Wind the bobbin up
Independent reading and home/school reading						
Intent	<ul style="list-style-type: none"> - Reading age-appropriate books. - Develop a love of books. - Provide opportunities for pupils to share their love of stories with adults at home. 					
Implementation	<ul style="list-style-type: none"> - Decodable books selected based on Little Wandle levels or Big Cat Collins Reading Spine, or from the school library, where an adult will guide towards appropriate books for each pupil. - Books selected by adults in class and used for reading instruction. 					

Filleigh Primary School Reading Progression Guide

	<ul style="list-style-type: none"> - Book changed once a child can decode the book, read the book fluently and understand the text (three reads). - Pupils take home a book to share for pleasure. 				
Progression	Pre-school – Little Wandle Phase 1				
	Reception – Little Wandle Phase 2	Reception – Little Wandle Phase 3	Reception – Little Wandle Phase 4		
Teacher led, structured and planned teaching (Little Wandle)					
Intent	<p>To understand that print has meaning. To read letters and words accurately. To read simple decodable books, demonstrating comprehension. To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. To write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>				
Implementation	Phonics sessions – building up to approx 30 daily. Pre-schoolers – short sessions to develop phase 1 skills				
Little Wandle Sounds Progression	Phase 2 s a t p i n m d g o c k ck e u r h b f ff l ll le ss	Phase 2 j v w x y z zz qu ch sh th ng nk	Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er	Phase 3 Longer words Words with double letters	Phase 4 Short vowels with adjacent consonants longer words and compound words words ending in suffixes
Little Wandle Tricky Words	Phase 2 is I the put pull full as and has his her go no to into she push he of we me be		Phase 3 was you they my by all are sure pure	Phase 4 said so have like some come love do were here little says there when what one out today	
Assessment					
Assessment evidence in order to assess impact	<ul style="list-style-type: none"> - Phonic assessments. - Observations of reading behaviour & talking to pupils. - Independent and home reading records. - Running records to assess fluency and accuracy (using reading benchmarking) and wider reading. - Records from daily teacher led, structured and planned teaching 				
Assessment expectations (What assessment criteria and when?)	<ul style="list-style-type: none"> - Reading objectives formatively assessed throughout reading sessions. - Phonics assessments (where necessary for catch up, keep up) and to meet expectations of screening check. 				

Butterflies (Cycle A / Cycle B) (Year 1 / Year 2 / Both)

Term	Autumn	Spring	Summer
Reading aloud to children			
Intent	<ul style="list-style-type: none"> - Widening knowledge of texts and authors, including non-fiction and poetry. - Sustaining stamina in listening and reading texts. - Making connections within a book. - RFP Pupils participate actively in listening to and sharing a wide range of books - RS In texts read to them, make inferences on the basis of what is being said and done - RS Recognise and join in with predictable phrases 		
Implementation	<ul style="list-style-type: none"> - Daily exposure to quality books for a minimum of ten minutes. 		
Class reader progression	<ul style="list-style-type: none"> - Shifty McGinty and Slippery Sam: The Aliens are Coming - Anna Hibiscus (contrasting culture) - Rosa Parks (Little People, Big Dreams) - Willow and the Wild Things: Swamp Witch 	<ul style="list-style-type: none"> - The Owl who was afraid of the dark - Thames and the tide club - Uncle Bobby's wedding - Katie Morag and the New Pier by Mairi Hedderwick 	<ul style="list-style-type: none"> - Whiffy Wilson: The wolf who wouldn't go to school by Caryl Hart - The Hodgeheg - Gregory cool (race/religion/belief) - We're all wonders (disability) - The Magic Faraway Tree
Independent reading and home/school reading			
Intent	<ul style="list-style-type: none"> - Reading age-appropriate books. - RFP Pupils choose to read - DC Apply phonic knowledge and skills to blend accurately and speedily using known graphemes - DC Apply phonic knowledge and skills to re-read with fluency and confidence - DC Apply phonic knowledge and skills to read accurately - DC Apply phonic knowledge and skills to recognise when a word does not make sense - DC Read common exception words accurately - RFP Read independently, demonstrating increasing stamina - RFP Show developing preferences through book choices - DC Sound out unfamiliar words - DC Read accurately, automatically and without undue hesitation: words containing common suffixes, words of two or more syllables, most common exception words. - DC Read most words accurately without overt sounding and blending - DC Read with sufficient fluency to allow focus on understanding rather than on decoding individual words - DC Sound out most unfamiliar words accurately, without undue hesitation - DC In a book that they can already read fluently, check it makes sense to them and correct any inaccurate reading - DC Begin to read silently with understanding 		

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Implementation	<ul style="list-style-type: none"> - Decodable books selected based on Little Wandle levels or Big Cat Collins Reading Spine, or from the school library, where an adult will guide towards appropriate books for each pupil. - Books selected by adults in class and used for reading instruction. - Book changed once a child can decode the book, read the book fluently and understand the text (three reads). - Pupils take home a book to share for pleasure. 																																																											
Progression	<p>Year 1: Phase 3/4 Year 2 (Aut 1): Orange Year 2 (Aut 2): Turquoise</p>	<p>Year 1: Phase 5 Year 2 (Spr 1): Purple Year 2 (Spr 2): Gold</p>	<p>Year 1: Phase 5 Year 2 (Sum 1): White Year 2 (Sum 2): Lime</p>																																																									
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	<ul style="list-style-type: none"> - RS With support, can link own experiences to what they read - RS Make predictions about reading on the basis of what has been read so far - RS Discuss word meanings, making links to known vocabulary - RS Raise simple questions about texts they read and that are read to them - RS Answer simple, information retrieval questions about texts - RS Link title to key events in a text - TAC Retell familiar stories and rhymes and talk about their key features 					
<p>Year 2 Implementation</p>	<p>- Teacher led, structured and planned whole class reading, lasting at least half an hour daily. Teachers “notice and focus” pupils to keep them on track. Format as follows:</p> <p><u>Mon: Vocabulary Corner</u> RS Discuss and clarify the meaning of words to understand texts further LFA Identify simple literary language in stories and poetry LFA Discuss favourite words and phrases and their impact on the meaning</p> <p><u>Tues: Reading the text</u> RS Explain what has happened so far in what they have read RS Predict what might happen on the basis of what has been read so far TAC Identify key aspects of texts e.g. fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary.</p> <p><u>Weds: Rapid Retrieval</u> RS Ask questions about texts RS In a book that they can already read fluently, the pupil can answer questions</p> <p><u>Thurs: Incredible Inference</u> RS Make inferences from texts that they can read fluently, on the basis of what’s being said and done RS Make inferences from texts that they can read fluently, on the basis of cause and effect RS Make inferences from texts that they can read fluently, drawing on what they already know RS Make inferences from texts that they can read fluently, drawing on background information or vocabulary (provided by the teacher)</p> <p><u>Fri: Summarising</u> RS Identify and explain the sequence of events in texts TAC With support, justify personal response response to texts</p>					
<p>Whole Class Reading themes and texts</p>	<p>Rain before Rainbows - Magic Rainbow Pony / Rainbow Street</p>	<p>British Destinations (London) The Royal Rabbits of London (fiction) / Beatrice and the London Bus (fiction) - link</p>	<p>New Year Squirrel’s New Year’s Resolution (fiction) Shante Keys and the New Year’s Peas (fiction)</p>	<p>World Book Day Never Show a TRex a Book Luna Loves Library Day</p>	<p>Poetry by men Full Moon Zim Zam Zoom</p>	<p>World Environment Day We are extremely very good recyclers / Fantastically Great Women Who saved the planet</p>

Filleigh Primary School Reading Progression Guide

	<p>Roald Dahl – 12th September is Dahl Day! The Enormous Crocodile (Fiction) / Fantastic Mr Fox (Fiction)</p>	<p>Remembrance Where the Poppies Now Grow (poem) / Red Lizards vs Red Rectangles (fiction) - to buy</p>	<p>Super Books Around the World / Shifty McGifty and Slippery Sam: Jingle Bells.</p>	<p>International Women’s Day Fantastically Great Women Who Worked Wonders / Fantastically Great Women Who Made History.</p>	<p>Books into movies A bear called Paddington (week 1)</p> <p>Favourite Authors - Supertato!: Evil Pea Rules (Sue Hendra)</p>	<p>Refugee Week The Suitcase / Boundless Sky</p>
	<p>Deaf Awareness – 19th-25th September is International Week of Deaf People. Lizzie and Lucky: The Mystery of the Stolen Treasure (fiction) - link / Freddie and the Fairy (fiction) - to buy</p>	<p>Environment How to be Extraordinary (non-fiction) / Tidy (fiction) - to buy</p>	<p>Super Books Shifty McGifty and Slippery Sam: The Aliens Are Coming Shifty McGifty and Slippery Sam: The Spooky School</p>	<p>International Women’s Day Fantastically Great Women Who Worked Wonders / Fantastically Great Women Who Saved the Planet</p>	<p>Books into movies A bear called Paddington (week 1)</p> <p>Favourite Authors - Keith the Cat with the Magic Hat (Sue Hendra)</p>	<p>Beside the Seaside Winnie and Wilbur Seaside adventures / Danny McGee Drinks the Sea (to buy)</p>
	<p>Poetry – 6th October is National Poetry Day - Zim Zam Zoom (Poem) / Full Moon (Poem)</p>	<p>Christmas The Queen’s Present (fiction) - to buy / The Snowflake Mistake (fiction) - to buy</p>	<p>Modern vs Classic Billy and the Beast (2 weeks) Where the wild things are (2 weeks)</p>	<p>Poetry by women Firefly by Jacqueline Woodson / Life Doesn’t Frighten Me by Maya Angelou.</p>	<p>Books into movies A bear called Paddington (week 2)</p> <p>Favourite Authors - Simon Sock (Sue Hendra)</p>	<p>Moon Landing Orion and the Dark / Lost in the Toy Museum</p>
	<p>Black history month - Grandad Mandela / Go Mo Go: Dinosaur Dash</p>	<p>Christmas John Lewis Christmas Advert 2021 (digital literacy) / Mcdonalds Christmas Advert 2021 (digital literacy)</p>	<p>Modern vs Classic Billy and the Beast (2 weeks) Where the wild things are (2 weeks)</p>	<p>Time-travel Brain Freeze / Doughnuts for a Dragon</p>	<p>Books into movies A bear called Paddington (week 2)</p> <p>Favourite Authors - Barry the Fish with Fingers (Sue Hendra)</p>	<p>Moon landing Toys in Space / A Night-time Adventure (poem)</p>
	<p>Black history month - Long Walk to Freedom / Sulwe</p>	<p>Assessment Week</p>	<p>Mental Health / Emotions The Lion Inside Meesha Makes Friends</p>	<p>Assessment Week</p>	<p>End of Key Stage 1 Assessments</p>	<p>Assessment Week</p>
Assessment						

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Assessment evidence in order to assess impact	<ul style="list-style-type: none"> - Phonic assessments. - Phonic Screening Check. - Observations of reading behaviour & talking to pupils. - Independent and home reading records. - Running records to assess fluency and accuracy (using reading benchmarking) and wider reading. - Records from daily teacher led, structured and planned teaching - Nfer Assessment QLA
Assessment expectations (What assessment criteria and when?)	<ul style="list-style-type: none"> - Reading objectives formatively assessed throughout reading sessions. - Phonics assessments (where necessary for catch up, keep up) and to meet expectations of screening check. - Termly Nfer assessments and analysis

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Term	Autumn	Spring	Summer
Reading aloud to children			
Intent	<ul style="list-style-type: none"> - Widening knowledge of texts and authors, including non-fiction and poetry. - Sustaining stamina in listening and reading texts. - Making connections within a book. - TAC1 Pupils make connections between texts (make reference to previous books). - RFP5 Pupils demonstrate engagement with reading by engaging actively in book discussions (talking about what happened in the previous chapter, etc.) - TAC2 Pupils begin to identify conventions of different types of writing (make reference to previous books of the same genre). - TAC Pupils identify simple common themes in texts e.g. good vs evil, use of magical devices (make reference to previous books). 		
Implementation	<ul style="list-style-type: none"> - Daily exposure to quality books for a minimum of ten minutes. 		
Class reader progression	<ul style="list-style-type: none"> - Pugs of the Frozen North - A day in the lie of a Cavemen, Queen and everything in between. (History) - An Emotional Menagerie (Poetry and Emotion) - The Boy who Grew Dragons - Black and British 	<ul style="list-style-type: none"> - Alistar Humphreys' Great Adventurers. (Geography) - Around the World in 80 Festivals (Religion) - The Boy Who Saved a Bear - Fantastically Great Women Scientists (Science week) - She Shoots She Scores (Women) 	<ul style="list-style-type: none"> - Boy in the Back of the Class (Refugee) - A Mummy Ate my Homework (History) - How Do Meerkats Order Pizza - The Day the Screens Went Black. - Amazing Muslims who Changed the World. (Religion) - Delta and the Lost City (History)

Filleigh Primary School Reading Progression Guide

	- The Corinthian Girl (History)	- The London Eye Mystery (Autism)	
Independent reading and home/school reading			
Intent	<ul style="list-style-type: none"> - Reading age-appropriate books. - RFP4 Pupils demonstrate engagement with reading complete books <i>(read increasing long and complex texts)</i>. - RFP1 Pupils read for a range of purposes independently <i>(different text types monitored and recorded)</i>. - RFP2 Pupils choose appropriate texts with support <i>(discuss choices and recommend)</i>. - RFP3 Pupils demonstrate engagement with reading for sustained periods of time <i>(read increasing long and complex texts)</i>. - DC Read simple chapter books independently and silently. - DC Use the context of a sentence to read unfamiliar words. 		
Implementation	<ul style="list-style-type: none"> - Decodable books selected based on Little Wandle levels or Big Cat Collins Reading Spine, or from the school library, where an adult will guide towards appropriate books for each pupil. - Books selected by adults in class and used for reading instruction. - Book changed once a child can decode the book, read the book fluently and understand the text (three reads). - Pupils take home a book to share for pleasure. 		
Progression	Year 3 (Autumn): Copper Year 4 (Autumn): Ruby	Year 3 (Spring 1): Copper Year 3 (Spring 2): Topaz Year 4 (Spring 1): Ruby Year 4 (Spring 2): Emerald	Year 3 (Summer): Topaz Year 4 (Summer): Emerald
Teacher led, structured and planned teaching			
Intent	<ul style="list-style-type: none"> - Pupils learn the comprehension and decoding skills required to achieve age related expectations. - DC1 Pupils decode most new words outside of spoken vocabulary <i>(pre-select words pupils may struggle with and provide strategies)</i>. - DC3 Pupils use the context of a sentence to read unfamiliar words <i>(pre-select words pupils may struggle with and provide strategies)</i>. - DC2 Pupils read longer words with support <i>(pre-select words pupils may struggle with and provide strategies)</i>. - DC4 Pupils self-correct consistently <i>(Allow challenge and support when necessary)</i>. 		
Implementation	Teacher led, structured and planned whole class reading, lasting at least half an hour daily. Teachers “notice and focus” pupils to keep them on track. <u>Mon: Vocabulary Corner</u> RS Use dictionaries to check the meanings of words they have read. LFA Discuss words and phrases that engage the reader. <u>Tues: Reading the text</u> RS Predict what might happen from details stated and implied based on context. RS Predict what might happen from details stated and implied based on simple themes/text types. RS Justify predictions with evidence. LFA Identify linguistic features of texts and discuss how they contribute to the meaning. LFA Identify structural and presentational features of texts and discuss how they contribute to the meaning.		

Filleigh Primary School Reading Progression Guide

	<p><u>Weds: Rapid Retrieval</u> RS Ask questions to improve understanding of a text. RS Answer questions to improve understanding of a text. RS Retrieve and record information from non-fiction.</p> <p><u>Thurs: Incredible Inference</u> RS Draw inferences such as characters' feelings, from their actions, and justify with evidence from life experience. RS Draw inferences such as characters' feelings, from their actions, and justify with evidence from the text. RS Draw inferences such as characters' thoughts from their actions, and justify with evidence from life experience. RS Draw inferences such as characters' thoughts from their actions, and justify with evidence from the text. RS Draw inferences such as characters' motives from their actions, and justify with evidence from life experience. RS Draw inferences such as characters' motives from their actions, and justify with evidence from the text.</p> <p><u>Fri: Summarising</u> RS Identify main ideas drawn from more than one paragraph and summarise these. RS Demonstrate engagement with reading by responding to reading in a written form. RS Give extended explanations of the impact of language choices on meaning.</p>					
Whole Class Reading themes and texts	Deaf Awareness – 19 th -25 th September is International Week of Deaf People - International Day of Sign Language (News article) / Echo Come Home (Fiction text)	Bonfire Night The Bonfire at night (poem) / The Fire Thief (Fiction)	New Year Freedom Soup / Every month is a new year	World Book Day - Ban this book / I opened a book	Romans Julius Zebra: Rumble with the Romans Favourite Authors - The Story of Matthew Buzzington.	World Environment Day Cookie and the Most Annoying Girl in the World (fiction) / The eye of the North
	Curriculum linked Stone Age - 24 hours in the stone age / Anglo-Saxon Boy	Remembrance Tail-end Charlie (Diary entry) / You wouldn't want to be in the trenches in WW1 (Non-Fiction)	Super Books A series of unfortunate events: A Bad Beginning / The Nothing-to-See-Here Hotel.	International Women's Day - The Story of the Bristol Bus Boycotts / Greta and the Giants (full picture book).	Romans Circus Maximum: Rivals in the track Favourite Authors - You're a Bad Man, Mr Gum!	Refugee Week- The Boy at the Back of the Class / A House Without Walls
	Rain before Rainbows - Rain before Rainbows / The Rainbow Orchid (Graphic Novel)	Roald Dahl – 12 th September is Dahl Day! - The Twits (Fiction) / The Magic Finger (Fiction)	Super Books A series of unfortunate events: A reptile Room / You Ain't Seen Nothing Yeti.	Poetry by Women - - High Waving Heather by Emily Bronte / Zennor by Anne Ridler.	Modern vs Classic The Boy Who Grew Dragons / Race to the Frozen North.	Refugee Week Oranges in No-Man's Land / Welcome to Nowhere.
	Environment Plastic Sucks (non-fiction) /	Harry Potter Philosopher's Stone /	Books about books I opened a book - link /	Time Travel themed - Aldrin Adams and the	Modern vs Classic Peter Pan / Captain's Log:	Beside the Seaside - Clem and Crab (Picture

Filleigh Primary School Reading Progression Guide

	Climate Action (non-fiction)	Environment: Song of the Dolphin Boy (fiction)	Matilda	Cheese Nightmares / Forged in Steel	Snowbound.	Book) / Shaun the Sheep: Flock to the Seaside.
	Black history month - Timelines from Black History - Stormzy / Son of a Circus: A Victorian Story (Historical fiction)	Christmas The Christmasaurus (fiction) / Another Night Before Christmas (poem)	Awesome Earth - The Street Beneath my Feet / Newsround article (Autumn Equinox)	Managing emotions Ruby's worry / Black Dog	British History Ted and his time-travelling toilet / Defenders: Dark Arena	Moon Landing - Work It Girl: Mae Jemison / The Extraordinary Life of Neil Armstrong.
	Poetry – 6 th October is National Poetry Day - Chocolate Cake (Poem) / I'm With My Iguana (Poem)	Assessment Week	Mental Health / Emotions Ravi's Roar / Charlie Changes into a Chicken	Assessment Week	Islands - Island of the Volcano Monkeys / The Storm Keeper's Island.	Assessment Week

Assessment

Assessment evidence in order to assess impact	<ul style="list-style-type: none"> - Observations of reading behaviour & talking to pupils. - Independent and home reading records. - Running records to assess fluency and accuracy (using reading benchmarking) and wider reading. - Records from daily teacher led, structured and planned teaching - Nfer Assessment QLA
Assessment expectations (What assessment criteria and when?)	<ul style="list-style-type: none"> - Reading objectives formatively assessed throughout reading sessions. - Phonics assessments (where necessary for catch up, keep up) and to meet expectations of screening check. - Termly Nfer assessments and analysis

Stags (Cycle A / Cycle B) (Year 5 / Year 6 / Both)

Term	Autumn	Spring	Summer
Reading aloud to children			
Intent	<ul style="list-style-type: none"> - Exposing children to challenging and archaic texts, e.g., language, themes. - RFP4 Pupils demonstrate engagement with reading by engaging actively in book discussions with and without adult support. <i>(talking about what happened in the previous chapter, etc.).</i> - TAC1 Pupils identify the themes and conventions of a range of texts <i>(make reference to previous class reading books and discuss similarities and differences).</i> - TAC1 Pupils discuss/comment on themes and conventions in different genres and forms <i>(make reference to previous class reading books and discuss similarities and differences).</i> 		

Filleigh Primary School Reading Progression Guide

	<ul style="list-style-type: none"> - TAC3 Pupils make comparisons and contrasts across texts. <i>(make reference to previous books of the same genre).</i> - TAC2 Pupils make comparisons and contrasts within texts <i>(discussions when tension is heightened and when it subsides).</i> - RS13 Pupils clarify concepts and ideas at whole text level. - TAC4 Pupils discuss viewpoints of the author within a text and across more than one text. - TAC4 Pupils provide reasoned justifications for opinions about a book <i>(How "true to life" is this book? Would people really respond in this way?)</i> - TAC6 Pupils discuss view points of characters within a text and across more than one text. - RS7 pupils predict what might happen based on genres. 		
Implementation	<ul style="list-style-type: none"> - Daily exposure to quality books for a minimum of ten minutes. 		
Class reader progression	<ul style="list-style-type: none"> - Oh Maya Gods (Ancient Maya) - The Jamie Drake Equation (science) - Listen Layla (Islam) - When the sky falls (WW2) - Goodnight Mr Tom (WW2) 	<ul style="list-style-type: none"> - Pig Heart Boy (Equality / science) - Show us who you are (Autism) - Think Big, Little One (Gender equality) 	<ul style="list-style-type: none"> - Blackberry Blue (Equality) - Hats of Faith (Equality, head coverings in religions) - The Last Bear (Sustainability / climate change)
Independent reading and home/school reading			
Intent	<ul style="list-style-type: none"> - RFP1 Pupils read a broader range of texts including those from literary heritage and more challenging texts <i>(different text types monitored and recorded).</i> - RFP2 Pupils recommend books they have read to their peers, giving reasons for their choices <i>(time provided to review books and make recommendations).</i> - RFP3 Pupils demonstrate engagement with reading for sustained periods of time <i>(Increasing the length and complexity of texts being read).</i> - DC1 Pupils read age-appropriate books with confidence and fluency (including whole novels) <i>(different text types monitored and recorded).</i> - DC4 Pupils read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience. <i>(opportunities provided to perform)</i> - RFP4 Pupils demonstrate engagement with reading by completing a wider range of more challenging and lengthier books <i>(different text types monitored and recorded).</i> 		
Implementation	<ul style="list-style-type: none"> - Decodable books selected based on Little Wandle levels or Big Cat Collins Reading Spine, or from the school library, where an adult will guide towards appropriate books for each pupil. - Books selected by adults in class and used for reading instruction. - Book changed once a child can decode the book, read the book fluently and understand the text (three reads). - Pupils take home a book to share for pleasure. 		
Progression	<p>Year 5: Sapphire Year 6: Diamond</p>	<p>Year 5: Sapphire Year 6: Pearl</p>	<p>Year 5: Diamond Year 6: Pearl</p>
Teacher led, structured and planned teaching			
Intent	<ul style="list-style-type: none"> - Pupils learn the comprehension and decoding skills required to achieve age related expectations. - DC2 Pupils use a range of reading strategies to work out any unfamiliar word <i>(pre-select words pupils may struggle with and provide strategies).</i> - RS3 Pupils use PEE (point, evidence, explain) to support inferences <i>(use as a structure for written responses as frequently as possible).</i> - RS15 Pupils ask questions to improve understanding of themes and authorial intent <i>(Allow opportunity to formulate own questions).</i> 		

Filleigh Primary School Reading Progression Guide

Implementation	<p>Teacher led, structured and planned whole class reading, lasting at least half an hour daily. Teachers identify “priority reader” pupils to keep them on track.</p> <p><u>Mon: Vocabulary Corner</u> RS Give the meaning of words in context RS Explore and explain the meaning of words in context</p> <p><u>Tues: Reading the text</u> RS Predict what might happen from details stated and implied based on: themes, conventions and knowledge of the author RS Distinguish between fact and opinion</p> <p><u>Weds: Rapid Retrieval</u> RS Clarify concepts and ideas at sentence and paragraph level RS Ask questions to improve understanding of themes and authorial intent RS Retrieve key information from non-fiction</p> <p><u>Thurs: Incredible Inference</u> RS Make inferences drawn from across texts and justify with evidence RS Make inferences drawn from between texts and justify with evidence RS Identify key details that support main ideas using quotation for illustration LFA Discuss and evaluate texts, commenting on writers’ use of words LFA Discuss and evaluate texts, commenting on writers’ use of phrases LFA Discuss and evaluate texts, commenting on writers’ use of language features LFA Discuss and evaluate texts, commenting on writers’ use of figurative language LFA Discuss how the structural and presentational choices impact on meaning, theme and purpose</p> <p><u>Fri: Summarising</u> RS Identify and summarise main ideas from across a text RS Record and present key information from non-fiction RFP Demonstrate continuing engagement with reading: Respond to reading in a written form. RFP Demonstrate continuing engagement with reading: begin to develop a critical stance in written responses.</p>					
Whole Class Reading themes and texts	Rain before Rainbows - Rain Before Rainbows (full Picture Book) / Through the Rainbow.	Bonfire Night Fire Spell (fiction) / The last firefox (fiction)	New Year Ring out, Wild bells (poem) - link / New Year Traditions around the worlds (webpage) - link	World Book Day Fish in a tree (narrative)/ Property of the rebel librarian (narrative)	Poetry by men The British By BZ / Adventures of Isabel by Ogden Nash.	World Environment Day Floodland / Living Planet
	Roald Dahl – 12 th September is Dahl Day! BFG / Charlie and the	Remembrance The Emergency Zoo (hist fiction) / The Machine	Super Books Percy Jackson and the Lightning thief (hist	International Women’s Day Malala the Girl Who	Favourite Authors - There May Be a Castle (Piers Torday) / The Girl	Refugee Week Boy 87 / My Name Is Not Refugee (Picture

Filleigh Primary School Reading Progression Guide

	Chocolate factory	Gunners (hist fiction)	fiction) / Percy Jackson and the Titan's curse (hist fiction)	Stood Up For Education and Changed the World. Malala's Nobel Peace Prize Speech.	of Ink and Stars (Kiran Millwood Hargrave)	Book).
	Deaf Awareness – 19 th -25 th September is International Week of Deaf People. The Silent Striker / The Salt Stained Book	Environment Guardians of the planet (non-fiction) / Paradise on fire (fiction)	Super Books Mortal Engines (sci-fi) / Predator's Gold (sci-fi)	International Women's Day - Malala the Girl Who Stood Up For Education and Changed the World / Malala's Nobel Peace Prize Speech.	Favourite Authors - The Dark Wild (Piers Torday) / The Way Past Winter (Kiran Millwood Hargrave)	Refugee Week - Illegal (Graphic Novel) / The Unforgotten Coat.
	Poetry – 6 th October is National Poetry Day - The Hill We Climb by Amanda Gorman / What you Need to be Warm by Neil Gaiman	Christmas Mistletoe and Murder / A boy called Christmas	Modern vs Classic The Railway Children / The Hobbit	Poetry by women - One Vote by Aimee Nezhukumatathil / Resurrection by Sally Wen Mao.	Books into Movies - The Lord of the Rings / The Hunger Games	Beside the Seaside - The Good Hawk / The Weather Weaver.
	Black history month - Black and British / Windrush Child.	Christmas A Christmas Carol / The Miracle on Ebenezer Street - link	Modern vs Classic Time travelling with a Hamster / Silver Fin: The graphic novel	Time-travel A wrinkle in time / My Cousin is a Time Traveller.	End of KS2 Assessment Week	Moon Landing - Ask an Astronaut / An Astronaut's Guide to Life on Earth.
	Black history month - Freedom / Five Black Heroes of the Abolition Movement in Britain.	Assessment Week	Mental Health / Emotions A Monster Calls / How to take the grrrr out of anger	Assessment Week	Islands - Kensuke's Kingdom / Robinson Crusoe.	Moon Landing - Hidden Figures: Younger Readers Edition / The Darkest Dark (Picture Book).

Assessment

Assessment evidence in order to assess impact	<ul style="list-style-type: none"> - Observations of reading behaviour & talking to pupils. - Independent and home reading records. - Running records to assess fluency and accuracy (using reading benchmarking) and wider reading. - Records from daily teacher led, structured and planned teaching - Nfer Assessment QLA
Assessment expectations (What assessment criteria and when?)	<ul style="list-style-type: none"> - Reading objectives formatively assessed throughout reading sessions. - Phonics assessments (where necessary for catch up, keep up) and to meet expectations of screening check. - Termly Nfer assessments and analysis

Filleigh Primary School Reading Progression Guide