

Catcott Primary School

Reading Progression

1. Progression grids for skills across each phase.
2. Vocabulary – progressive vocabulary lists
3. Links to websites to support the pedagogy and skills of teachers

1. Progression Grids

Range of Texts

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>a Year 1: Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>b Become very familiar with key stories, fairy stories and traditional tales. Retelling them and considering their particular features.</p> <p>c Learn to appreciate rhymes and poems, and recite some by heart.</p>	<p>a Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks.</p> <p>b Read books that are structured in different ways and for a range of purposes.</p> <p>c Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>	<p>a Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books or textbooks.</p> <p>b Read books that are structured in different ways and for a range of purposes.</p> <p>c Increase familiarity with a wide range of books, including fairy stories, myths, legends and traditional stories, modern fiction, fiction from our local heritage, and books from other cultures and traditions.</p>
<p>d Year 2: Listen to, discuss and express views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently.</p> <p>e Become increasingly familiar with and retelling a range of stories, traditional tales and fairy tales.</p> <p>f Be introduced to non-fiction books that are structures in different ways.</p> <p>g Continue to build up a repertoire of poems learnt by heart.</p>	<p>d Identify themes and conventions in a wide range of books.</p> <p>e Prepare poems and play scripts to perform aloud and perform.</p> <p>f Recognize some different forms of poetry.</p>	<p>d Identify themes and conventions in a wide range of writing, making comparisons within and across books.</p> <p>e Learn a wider range of poetry by heart.</p>

Poetry

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>a EYFS: Repeated patterns and rhyme.</p> <p>b Fun with words and sounds.</p> <p>c Rhyme/ Repetition</p> <p>d E.g. Books by Julia Donaldson. A Great Big Cuddle: Poems for Very Young Children Michael Rosen.</p>	<p>a Listen to and discuss a wide range of poetry.</p> <p>b Prepare poems to read aloud and perform.</p> <p>c Recognise some different forms of poetry.</p>	<p>a Read and discuss an increasingly wide range of poetry.</p> <p>b Learn a wide range of poetry by heart.</p> <p>c Prepare poems to read aloud and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience.</p>
<p>e Year 1: Listen to and discuss a wide range of poems.</p> <p>f Acrostic/ shape/ poems/calligrams/ concrete poems/ free verse.</p>	<p>d Haiku/ Cinquain/ Tanka/ Free Verse/ Narrative Poetry.</p> <p>e E.g. Guess Who in the Woods Haikus</p>	

<p>g E.g. Apes to Zebras- An A-Z of Shape Poetry. Bow-tie-Pasta-Acrostic-Poetry.</p>	<p>poems for children. The Owl and the Pussycat. The Pied Piper of Hamelin.</p>	<p>d Renga/ odes/ Sonnets/ Ballads/ Free verse including blackout poetry.</p>
<p>h Year 2: Listen to, discuss and express views about a range of classic and contemporary poetry.</p>		<p>e E.g. The Lady of Shallot. The Highwayman. The Spider and the Fly. Flannan Isle. Inchcape Rock.</p>
<p>i Write Poetry.</p>		
<p>j Riddle/ Kenning/ Free Verse</p>		
<p>k E.g. Jim-Hilaire Belloc by Mini Grey. Matilda who told such lies.</p>		

Retrieval: retrieving and recording information from non-fiction

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>a Year 1: Discussing the significance of the titles and events.</p>	<p>a Retrieving and recording information from non-fiction texts</p>	<p>a Retrieving and recording information from non-fiction texts</p>
<p>b Explaining clearly their understanding of what is read to them.</p>		<p>b Distinguishing between statements of fact and opinion.</p>
<p>c Year 2: Answering and asking questions.</p>		<p>c Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words of context.</p>
<p>d Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>		<p>d Explaining and discussing their understanding of what they have read.</p>

Inference: drawing inferences such as inferring character's feelings, thought and motives.

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>a Making inferences on the basis of what is being said and done.</p>	<p>a Identifying themes and conventions in a wide range of books.</p> <p>b Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with actions.</p>	<p>a Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with actions.</p> <p>b Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>c Providing reasoned justifications for their views.</p>

Summarising: Identifying main ideas drawn from one or more paragraph.

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>a Year 1: Explaining clearly their understanding of what is read to them.</p>	<p>a Retelling some fairy tales, traditional tales etc orally.</p>	

<p>f Discussing the sequence of events in books and how items of information are related.</p> <p>g Explaining and discussing their understanding of books, poems and other material, both those that they have listened to and those that they have read themselves.</p>	<p>b Identifying themes and conventions in a wide range of books.</p> <p>c Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>a Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>b Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>c Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>d Participating in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>e Explaining and discussing their understanding of what they have read including through formal presentations and debates.</p>
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Prediction: What might happen from details stated or implied

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
a Predicting what might happen on the basis of what has been read so far.	a Predicting what might happen from details stated and implied.	a Predicting what might happen from details stated and implied.

Vocabulary: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
a Year 1: Drawing on what they already know or on background information and vocabulary provided by the teacher.	<p>a Using dictionaries to check the meaning of words they have read.</p> <p>b Checking that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.</p>	<p>a Checking that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.</p> <p>b Identifying how language, structure and presentation contribute to meaning.</p>
c Year 2: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary		

Commentating: asking questions to improve understanding of a text.

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
a Year 1: Becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	<p>a Identifying how structure and presentation contribute to meaning.</p> <p>b Identifying themes and conventions in a wide range of books.</p>	<p>a Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>b Making comparisons within and across books: moderns fiction, fiction from out</p>
a Year 2: Listening 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.		literary heritage and books from other cultures and traditions. c Identifying how language, structure and presentation contribute to meaning. d Recommending books that they have read to their peers, giving reasons for their choices. e Participating in discussions about books, building on their own and others' ideas and challenging views courteously f Explaining and discussing their understanding of what they have read including through formal presentations and debates. g Providing reasoned justifications for their views.
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Authorial Choice: Identifying how language, structure and presentation contribute to meaning.

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
a Year 1: Recognising and joining in with predictable phrases.	a Discussing words and phrases that capture the reader's interest and imagination.	a Identify how language, structure and presentation contribute to meaning.
c Year 2: Recognising simple recurring literary language in stories and poetry.	b Identifying how language contributes to meaning. c Identifying how structure and presentation contribute to meaning.	b Discussing and evaluating how authors use language, including figurative language, considering the impact of the reader.

2. Vocabulary: Glossary of Terms and Progressive Vocabulary Map

Vocabulary	Definition
Active Voice	A sentence is written in active voice when the subject of the sentence is performing the action (for example, "The cat chased the mouse.")
Adjective	An adjective is a word used to describe and give more information about a noun, which could be a person, place or object.
Acrostic	An acrostic poem is a poem in which the first letter of each line spells out a word, name, or phrase when read vertically

Adverb	An adverb is a word which modifies a verb, which means that it tells you how, when, where or why something is being done.
Alliteration	Often used in poetry, alliteration is the repetition of an initial letter or sound in closely connected words.
Antonyms	Antonyms are words with opposite meanings (love and hate, for example). Words with similar meanings are synonyms .
Apostrophe	Apostrophes are punctuation marks used to show possession and to show contraction (also known as omission).
Article	Articles are words which tell us whether a noun is general (any noun) or specific. There are three articles: 'the' is a definite article and 'a' and 'an' are indefinite articles .
Argument text	Argument text is a piece of writing which expresses points of view 'for' or 'against' the subject.
Ballad	A popular narrative song passed down orally.
Biography	A biography is a non-fiction text written about someone else's life (usually someone famous). An autobiography is a text written about one's own life.
Blending sounds	Blending sounds means looking at a word and, rather than saying the separate sounds that make it up, linking the sounds together and saying the whole word in one go. Blending is an essential phonics skill which children are taught as part of learning to read.
Calligram	A calligram is another word for a shape poem, where the design and layout of the letters creates a visual image related to the meaning of the words themselves.
Cautionary tale	A Story that gives warning
Cinquain	A short poem consisting of five, usually unrhymed lines containing, respectively, two, four, six, eight, and two syllables. any stanza of five lines.
Clause	Clauses are the building blocks of sentences, groups of words that contain a subject and a verb. Clauses can be main or subordinate.
Cohesive device	' Cohesive devices ' are the conjunctions, connectives and pronouns used to link the parts of a piece of writing. Using the same verb tense throughout a text also offers 'cohesion'.
Colon	A colon is a punctuation mark that can be used to introduce a list or to separate two independent but linked clauses.
Concrete poem	Concrete poetry —sometimes also called 'shape poetry'—is poetry whose visual appearance matches the topic of the poem.
Comparative	The comparative form of an adjective or adverb is used to compare one person, thing, action or state to another. Examples of comparatives: sadder, lighter, more famous, worse, more angrily. The comparative is usually formed by adding the suffix -er.
Conjunction	A conjunction is a type of connective ('connective' is an umbrella term for any word that connects bits of text). Co-ordinating connectives include the words and, but and so; subordinating connectives include the words because, if and until
Contraction	Contracted words are short words made by putting two words together. Letters are missed out in the contraction and replaced by an apostrophe, for example I'm (I am) or it's (it is).

CVC	A CVC word is a word that is made up of a consonant, vowel and consonant . CCVC words are made up of a consonant, a consonant, a vowel and a consonant . In CVCC words the sequence is: consonant, vowel, consonant, consonant .
Decoding	Decoding is the process of seeing written words on a page and being able to say them out loud.
Determiner	A determiner is a word that introduces a noun and identifies it in detail. Determiners can be articles (a, an, the), demonstratives (this, that), possessives (your, his), quantifiers (some, many), numbers (six, sixty).
Digraph	A digraph is two letters that make one sound. Digraphs can be made up of vowels or consonants.
Ellipsis	An ellipsis is a punctuation mark, a series of three consecutive dots that can be used to show a pause for effect to increase tension, an unfinished thought, a trail off into silence or that the writer has deliberately missed out a word, sentence, or whole section from a text, without altering its original meaning.
Embedded clause	An embedded clause is a clause used in the middle of another clause . It is usually marked by commas.
Exception words	Exception words are words in which the English spelling code works in an unusual or uncommon way. Children learn to read and spell common exception words throughout their time in primary school, particularly in Reception, Y1 and Y2.
Explanation text	An explanation text describes a process. These non-fiction texts are usually written in the present tense, with numbered points and diagrams or pictures to make the process clear.
Fable	A fable is a story that features animals, plants or forces of nature that have been anthropomorphised (given human qualities) and ends with a 'moral'.
Figurative language	Figurative language uses words and ideas to suggest meaning (as opposed to literal language, which communicates in a plain and obvious way). In primary school, forms of figurative language studied include metaphor, simile, personification, hyperbole and onomatopoeia.
Fronted adverbs	Fronted adverbials are words or phrases at the beginning of a sentence, used like adverbs to describe the action that follows.
Free Verse	Free verse is verse in lines of irregular length, rhyming (if at all) very irregularly
Grapheme	A grapheme is a written symbol that represents a sound (a phoneme). This can be a single letter, or could be a sequence of letters (ai, sh, igh, tch, for example).
Haiku	A haiku is a form Japanese poetry that has three lines. There can be any number of words, but there must be 5 syllables in the first line, 7 syllables in the second line and 5 syllables in the third line. Haikus don't usually rhyme.
HFW	High-frequency words are some of the most common words in the English language. A number of them don't follow phonetic rules, so they must be learned individually by heart. Children start to learn to read and write high-frequency words in Reception, and are given more words to memorise in KS1 and KS2.
Homophone	Homophones are words that sound the same but have different meanings. Some homophones are pronounced the same way and spelled the same way but have different meanings; others are pronounced the same way but are spelled differently and have different meanings.
Imperative	Imperative verbs (also known as "bossy verbs") tell someone to do something. They are used in orders / commands and in instruction texts.

Information text	An information text is a non-fiction text which gives information about a particular thing. Information texts are sometimes called non-chronological reports, because they are reporting information about something without mentioning the order of events.
Instruction text	An instruction text is a non-fiction text such as a recipe or manual. Instruction texts include lists of items and numbered points detailing how to carry out a certain activity.
Irregular verbs	While most verbs form their different tenses according to an established "formula", some verbs do not form their tenses in a regular way and are called irregular verbs .
Journalistic writing	Journalistic or newspaper writing is a non-fiction genre which children learn to analyse and write in Key Stage 2 English.
Kenning	A kenning uses a two-word phrase in the place of a one-word noun in poetry (for example, sea-farer instead of sailor).
Metaphor	A metaphor is a comparison which is not literally true. It suggests what something is like by comparing it with something else with similar characteristics (for example, my brother is a piglet).
Modal verb	A modal verb is a special type of verb which changes or affects other verbs in a sentence. Modal verbs are used to show the level of possibility, indicate ability, show obligation or give permission.
Myths and legends	A myth is a traditional, ancient story that is fictional. Myths were often written to explain natural phenomena and quite often involved gods and fantasy creatures. A legend is a story which takes place within human history. Legends are widely believed to be rooted in the truth, but will have evolved over time and taken on fictional elements.
Non chronological report	A non-chronological report is a non-fiction report which is not written in time order. Explanation texts, recounts and instruction texts are non-chronological reports.
Non fiction	Any text that is not a story is non-fiction . Non-fiction texts studied at primary school include instruction texts, recounts, information texts, explanation texts, persuasive texts, biography, journalistic writing and argument texts.
Noun	A noun is a naming word. It is a thing, a person, an animal or a place. Nouns can be common, proper, abstract or collective.
Object	The object of a sentence is the thing or person that is involved in an action, but does not carry it out ("The cat chased the mouse ").
Odes	
Onomatopoeia	Onomatopoeia is a word that names a sound, but also sounds like that sound. For example: boom, honk, pop, crack, cuckoo, crack, splat, tweet, zoom, sizzle, whizz, buzz, hiss, rip.
Parenthesis	Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. Brackets are also known as parentheses and usually used to show parenthesis.
Passive voice	A sentence is written in passive voice when the subject of the sentence has something done to it by someone or something. For example: "The mouse was being chased by the cat."

Past progressive	The past continuous is the verb tense we use to describe actions that continued for a period of time in the past (I was walking / I was singing).
Personification	Personification is a type of figurative language which gives an object human characteristics (emotions, sensations, speech, physical movements).
Persuasive text	Persuasive text is non-fiction text which aims to make the reader do something. Adverts, posters and travel brochure are all kinds of persuasive text.
Phoneme	A phoneme is the smallest unit of sound
Phrase	A phrase is a small group of words that does not contain a verb.
Play script	A play script is a piece of writing written for the stage. It is likely to include a list of characters, may be divided into acts (which are then divided into scenes) and contain dialogue and stage directions.
Plural	A plural word indicates there is more than one noun.
Prefix	A prefix is a string of letters that are added to the beginning of a root word, changing its meaning.
Preposition	Prepositions are linking words in a sentence. We use prepositions to explain where things are in time or space.
Present perfect	The present perfect is the verb tense we use to describe actions that are completed by the present.
Pronoun	A pronoun is a word used to replace a noun. Examples of pronouns are: he, she, it, they. Pronouns can be personal and possessive.
Recount	A recount is a non-fiction piece of writing that gives details of an event that has happened. Diary entries, newspaper articles and letters are all forms of recounts,
Relative clause	A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which).
Renga	A renga is a form written by multiple collaborating poets.
Rhyme	Rhyme is the repetition of similar sounds in words, usually at the end of lines in poems and songs.
Riddle	Riddles are poems which describe something (or someone) without naming it.
Root word	A root word is a basic word with no prefix or suffix added to it. By adding prefixes and suffixes to a root word we can change its meaning.
Semi colon	A semi-colon is a punctuation mark that is used to separate two independent (main) clauses that are closely related.
Sentence	A sentence is one word or a group of words that makes sense by itself (a grammatical unit). Sentences begin with a capital letter and end with a full stop, a question mark or an exclamation point. Sentences usually contain a subject (doing something) and a verb (what is being done).
Simile	A simile is a comparison phrase which finds similar characteristics in two objects and compares them, always by using the words 'like' or 'as'.
Sentence types	A simple sentence has a subject and one verb. A compound sentence is formed when you join two main clauses with a connective. A complex sentence is formed when you join a main clause and a subordinate clause with a connective
Sonnet	A sonnet is a type of fourteen-line poem

