

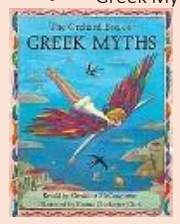



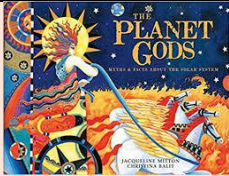

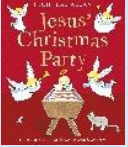
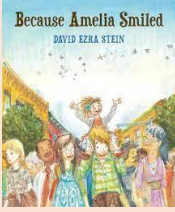
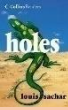
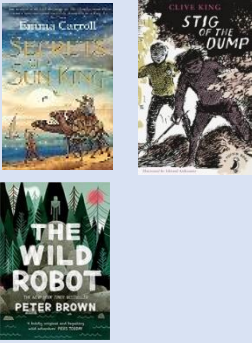



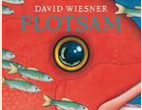




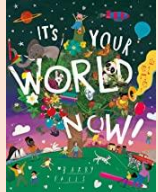
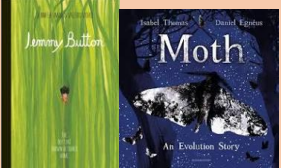










Progression in Reading at Cove Junior School


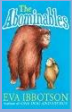
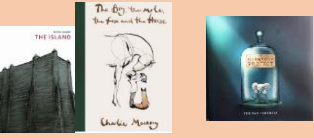

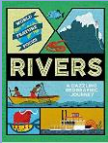
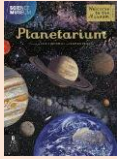
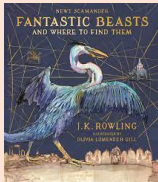
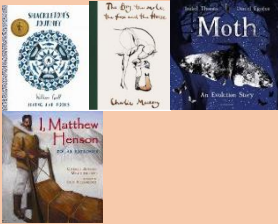
Reading Domains	Year 1	Year 2	Year 3/4	Year 5/6
Decoding	<ul style="list-style-type: none"> Apply phonic knowledge to decode words. Speedily read all 40+ letters/groups for the 40+ phonemes. Read accurately by blending taught GPCs. Read common exception words. Read common suffixes (-s, -es, -ing, -ed etc). Read multi-syllable words containing taught GPCs. Read contractions and understand use of apostrophe. Read aloud phonetically decodable texts. 	<ul style="list-style-type: none"> Secure phonic decoding until reading is fluent. Read accurately by blending, including alternative sounds for graphemes. Read multi-syllable words containing these graphemes. Read common suffixes read exception words, noting unusual correspondences. Read most words quickly and accurately without overt sounding and blending. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Range of reading	<ul style="list-style-type: none"> 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 read to their own experiences. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. 	<ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Making connections within and across books.
<i>Progression through reading range at CJS</i>	Year 3	Year 4	Year 5	Year 6
Archaic/heritage texts Including traditional tales, Fairy tales and myths and legends.	<ul style="list-style-type: none"> Little Red and the Very Hungry Lion by Alex T Smith Little Red Ring Hood Little Red by Bethan Woolvin The Egyptian Cinderella by Shirley Climo Charlotte's Web – E B White 	<ul style="list-style-type: none"> The Wind in the Willows (in a variety of different formats) – Kenneth Grahame original author (graphic novel - Russell Punter and Xavier Bonet) 	<ul style="list-style-type: none"> Greek Myths 	<ul style="list-style-type: none"> The Highway Man – Alfred Noyes The Chocolate Tree - Linda Lowery The Pied Piper of Hamelin 

<p>Non-linear texts</p>	<p>Secrets of a Sun King – Emma Carroll Stone Age Boy - Satoshi Kitamura</p> 	<ul style="list-style-type: none"> The Wind in the Willows (in a variety of different formats) – Kenneth Grahame 	 <p>Planet Gods by Dr Jacqueline Mitton and Christina Balit</p>	<ul style="list-style-type: none"> Shackleton's Journey – William Grill The Boy, The Mole, The Fox and The Horse – Charlie Mackesy 
<p>Complexity of narrator (e.g. changing viewpoint)</p>	<ul style="list-style-type: none"> Jesus's Christmas Party by Nicholas Allan 		<ul style="list-style-type: none"> Because Amelia smiled -David Ezra Stein 	<ul style="list-style-type: none"> Holes – Louis Sachar 
<p>Complexity of story (e.g. multiple viewpoints)</p>	<ul style="list-style-type: none"> The Wild Robot by Peter Brown Stig of the Dump by Clive King Secrets of a Sun King by Emma Carroll 			<ul style="list-style-type: none"> Holes – Louis Sachar 
<p>Resistant texts (e.g. picture book with no words; nonsense poems)</p>	<ul style="list-style-type: none"> Footpath Flowers by JonArno Lawson The Dolphin Boy by Michael Murpurgo 	<p>The Whale – Vita Murrow</p> 	 <p>Flotsam by David Wiesner</p>	<ul style="list-style-type: none"> The Lost Thing – Shaun Tan The Arrival – Shaun Tan 

<p>Reflecting realities (building on cultural capital)</p>	<ul style="list-style-type: none"> The Invisible Boy by Trudy Ludwig 	<ul style="list-style-type: none"> Whale Boy – Nicola Davies The Boy who Swam with Piranhas – David Almond The Abominables – Eva Ibbotson 	 <p>The Invisible by Tom Percival</p>	<ul style="list-style-type: none"> Holes – Louis Sachar The Last Human – Lee Bacon The Lion Above the Door – Onjali Q. Rauf I, Matthew Henson - Carole Boston Weatherford 
<p>Texts with alternative layouts/structures</p>	<ul style="list-style-type: none"> A to Z Poems by Michael Rosen Poems to Perform by Julia Donaldson A First Book of Animals by Nicola Davies Ottoline and the Yellow Cat – Chris Riddell How Dinosaurs Really Work by Alan Snow 	<ul style="list-style-type: none"> The Wind in the Willows (graphic novel) – Kenneth Grahame 	<ul style="list-style-type: none"> Pet Dragon- Sally Symes 	<ul style="list-style-type: none"> Charles Darwin and the Beagle Adventure – AJ Wood and Clint Twist The Last Human – Lee Bacon Shackleton's Journey – William Grill 

<p>Ecological texts</p>	<ul style="list-style-type: none"> The Night Gardener by Peter Brown The Flower by John Light The Promise by Nicola Davis Footpath Flowers by JonArno Lawson Tidy by Emily Gravett 	<ul style="list-style-type: none"> Whale Boy – Nicola Davies The Abominables – Eva Ibbotson  <ul style="list-style-type: none"> A River - Marc Martin River Story - Meredith Hooper & Bee Willey Above and Below - Patricia Hegerty Rivers (World Feature Focus – Rebecca Khan 	 <p>It's Your World Now – by Barry Falls</p>	<ul style="list-style-type: none"> Jemmy Button by Valerio Vidal Moth by Isobel Thomas 
<p>Historical Fiction</p>	<ul style="list-style-type: none"> Stone Age Boy by Satoshi Kitamura Secrets of a Sun King by Emma Carroll Stone Age Bone Age by The First Drawing by Mordicai Gerstein 	<ul style="list-style-type: none"> Escape from Pompeii – Christina Balit Thieves of Ostia – Caroline Lawrence 	<ul style="list-style-type: none"> Odd and the Frost Giants – Neil Gaiman Leo and the Gorgons Curse by Joe Todd-Stanton Arthur and the Golden Rope by Joe Todd-Stanton 	<ul style="list-style-type: none"> The Ice Trap – Meredith Hooper Once – Morris Gleitzman Rose Blanche – Ian McEwan Jemmy Button by Valerio Vidal 
<p>Adventure Stories</p>	<ul style="list-style-type: none"> Ottoline and the Yellow Cat – Chris Riddell 	<ul style="list-style-type: none"> The Abominables – Eva Ibbotson The Boy who Swam with Piranhas – David Almond 	<ul style="list-style-type: none"> Harry Potter and the Philosopher's Stone – JK Rowling To the edge of the world Julia Green 	<ul style="list-style-type: none"> Holes – Louis Sachar The Last Human – Lee Bacon The Lion Above the Door – Onjali Q. Rauf 

<p>Science Fiction</p>			<ul style="list-style-type: none"> Phoenix – S F Said 	<ul style="list-style-type: none"> Cogheart – Peter Bunzl The Last Human – Lee Bacon The Lost Thing – Shaun Tan The Barnabus Project – The Fan Brothers 
<p>Picture books</p>	<ul style="list-style-type: none"> The Flower by John Light The Promise by Nicola Davis Footpath Flowers by JonArno Lawson Pumpkin Soup by Helen Cooper King of the Sky by Nicola Davies Blue Penguin by Petr Horacek Lost and Found by Oliver Jeffers Beegu by Alexis Deacon 	<ul style="list-style-type: none"> Escape from Pompeii – Christina Balit River Story - Meredith Hooper & Bee Willey Leon and the Place Between – Angela Mcallister/Grahame Baker-Smith If I Ran the Circus – Dr Seuss 	 <p>The invisible by Tom Percival</p>	<ul style="list-style-type: none"> The Island - Armin Greder The Lost Thing – Shaun Tan The Arrival – Shaun Tan The Barnabus Project – The Fan Brothers 
<p>Narrative poetry</p>	<ul style="list-style-type: none"> The First Book of Animals by Nicola Davies A to Z by Michael Rosen Poems to perform by Julia Donaldson 	<p>Selection of poems by Joseph Coelho</p> <ul style="list-style-type: none"> - If all the world were paper - Moreraps - Abercedarius <ul style="list-style-type: none"> River Story - Meredith Hooper & Bee Willey If I Ran the Circus -Dr Seuss 	<p>Dragon poems – John Foster and Korky Paul</p> 	<ul style="list-style-type: none"> The Highway Man – Alfred Noyes Where the Poppies Now Grow - Hilary Ann Robinson 

	<p>Parables (a simple story used to illustrate a moral or spiritual lesson)</p>	<ul style="list-style-type: none"> The Flower by John Light The Promise by Nicola Davis Dolphin Boy by Michael Morpurgo 	<ul style="list-style-type: none"> The Abominables – Eva Ibbotson 		<ul style="list-style-type: none"> The Island - Armin Greder The Boy, The Mole, The Fox and The Horse – Charlie Mackesy The Barnabus Project – The Fan Brothers 
	<p>Non-Fiction</p>	<ul style="list-style-type: none"> Selection of children’s recipe books Dinosaurs by Usborne Discoveries 	<p>Selection of Roman information text</p> <ul style="list-style-type: none"> Rivers (World Feature Focus – Rebecca Khan) 	<p>Planetarium By Raman Prinja and Chris Wormell</p>  <p>Fantastic Beasts and Where to Find Them By JK Rowling</p> 	<ul style="list-style-type: none"> The Boy, The Mole, The Fox and The Horse – Charlie Mackesy Shackleton’s Journey – William Grill Moth by Isobel Thomas I, Matthew Henson - Carole Boston Weatherford  <ul style="list-style-type: none"> Selection of information books on lizards Information on diseases caused by the cold e.g. snow blindness, frost bite d hypothermia.
<p>Familiarity with texts.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Becoming increasingly familiar with a retelling a wider range of stories, fairy stories and traditional tales. Recognising simple recurring literary language in stories and poetry. 	<ul style="list-style-type: none"> Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. 	<ul style="list-style-type: none"> Increasing 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. Identifying themes and conventions in and across a wide range of writing. 	
<p>Poetry and performance</p>	<ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart. 	<ul style="list-style-type: none"> Continuing to build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone volume and action. Recognising some different forms of poetry. 	<ul style="list-style-type: none"> Learning a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 	

Word meanings	<ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known. 	<ul style="list-style-type: none"> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. 	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read. 	
Understanding	<ul style="list-style-type: none"> 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 correct inaccurate reading. 	<ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related. 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. 	<ul style="list-style-type: none"> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these. 	<ul style="list-style-type: none"> Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
Inference	<ul style="list-style-type: none"> Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done. Answering and asking questions. 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
Prediction	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied. 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied.
Authorial intent			<ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination. Identifying how language, structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Non-fiction		Being introduced to non-fiction books that are structured in different ways	<ul style="list-style-type: none"> Retrieve and record information from non-fiction. 	<ul style="list-style-type: none"> Distinguish between fact and opinion. Retrieve and record and present information from non-fiction.
Discussing reading	<ul style="list-style-type: none"> Participate in discussions about what's read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> Recommending books that they have read to their peers, giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, Provide reasoned justifications for their views.