

'A CURRICULUM TO INSPIRE'

What Make a Great Mountfields Lodge Reader?

- **Persevere** to have excellent phonic knowledge and skills
- Be able to read fluently, accurately and **independently** in a range of contexts across the curriculum.
- Has an extensive and rich vocabulary so they can **communicate** their ideas clearly.
- Has excellent comprehension skills to **explore** and understand texts and then **communicate** their ideas.
- A love and **perseverance** to read for study and pleasure so they can become independent thinkers for life.
- **Explore** the world and have an extensive knowledge through having read a rich and varied range of texts.

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Progression Map for English – How to be a Reader

Objective	Y1/2	Y3/4	Y5/6
Read words accurately	Apply phonic knowledge and skills as the main way to decode words.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Apply knowledge of root words, prefixes and suffixes in their normal reading.
	Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Re-read books to build up fluency and confidence in word reading.	
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology)	
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the spellings.	
	Read words containing the taught GCPs with endings s,es, er, ing, est and ed.		
	Read other words of more than one syllable that contain taught GPCs.		
	Read contractions and understand the role of the apostrophe		
	Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out		

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	words.		
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.		
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.		

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Progression Map for English – Understanding texts

Aspect	Y1/2	Y3/4	Y5/6
Understanding texts	Join in with stories and poems	Predict from details stated and implied.	Read a wide range of texts including stories, plays, poetry and non-fiction with increasing understanding and discrimination about their personal choices
	Talk about events in stories and poems	Recall and summarise main sections, chapters, events or ideas.	Recommend books to their peers explaining and giving reasons for the choices.
	Talk about characters in stories and poems	Discuss words and phrases that capture the imagination.	Identify and discuss themes and conventions in and across a wide range of writing.
	Talk about their likes and dislikes in stories and poems	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Make comparisons within and across books.
	Check that their reading makes sense and self correct	Predict what might happen from details stated and implied.	Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
	Infer what characters are like from what they say and do.	Identify main ideas drawn from more than one paragraph and summarise these.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Ask and answer questions about texts.	Identify recurring themes and elements of different stories (e.g. good triumphing over evil).	Identify how language, structure and presentation contribute to meaning.
	Discuss favourite words and phrases	Infer the meaning of unknown words from the context and from their growing knowledge of root words, suffixes, prefixes and	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

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		etymology	
	Make inferences based on what is said and done.	Recognise some different forms of poetry.	Recognise a wider range of poetry including Structured verse like Haiku, Cinquins, songs
	Make predictions	Discuss some forms of poetry with understanding the terms, verse, rhyme, rhythm, free verse	Prepare 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.
	Understand the purpose of headings and subheadings pictures and diagrams in non-fiction texts	Prepare poems and plays to read aloud with expression, volume, tone and intonation.	Learn some poetry by heart
	Recognise and explain some of differences between fiction and non-fiction texts	Retrieve and record information from non-fiction, using titles, headings, sub-headings, diagrams, indexes and other organisational devices such as fact boxes.	Retrieve and record information from non-fiction. Using a range of organisation, structural and pictorial devices.
		Use dictionaries to check the meaning of words.	Ask questions to improve understanding of a text.
		Identify how language, structure and presentation contribute to meaning.	Participate in discussion about books, taking turns and listening and responding to what others say.
		Ask questions to improve understanding of a text.	Provide reasoned justifications for their views

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