



# Bel Royal Whole School Reading Progression

Intent, Implementation, and Impact	How
<p><b>Intent</b></p> <p><b>What we want pupils to learn, and why</b></p>	<p>At Bel Royal, our reading curriculum is designed to ensure that all pupils become fluent, confident and motivated readers who can access the full curriculum and develop a lifelong love of reading. We recognise that reading is fundamental to achievement across all subjects and is a key driver of equity and life chances.</p> <p>Our reading curriculum is:</p> <ul style="list-style-type: none"> <li>• Structured around clear progression of knowledge and skills, moving from early decoding to fluent, critical and reflective reading</li> <li>• Inclusive by design, ensuring all learners, including pupils with SEND, have appropriate scaffolds, adaptations and access to high-quality texts</li> <li>• Designed to build both decoding and language comprehension, ensuring pupils can not only read words but understand, interpret and evaluate meaning</li> <li>• Focused on reading for purpose and pleasure, developing engagement, curiosity and independence</li> </ul> <p>We aim for all pupils to:</p> <ul style="list-style-type: none"> <li>• Learn to read quickly and accurately through systematic phonics</li> <li>• Develop fluency, automaticity and prosody</li> <li>• Build strong vocabulary and language comprehension</li> <li>• Engage critically with a wide range of high-quality, diverse texts</li> <li>• Develop positive reading habits and identities as readers</li> </ul>
<p><b>Implementation</b></p> <p><b>How the curriculum is organised and delivered over time?</b></p>	<p>Reading is implemented through a structured, coherent and progressive approach from EYFS to Year 6, aligned with:</p> <ul style="list-style-type: none"> <li>• Read Write Inc. (RWI) Phonics Programme</li> <li>• Whole Class Reading and group Guided Reading approaches</li> <li>• Explicit teaching of sight words and exception words</li> <li>• Carefully sequenced to show clear progression from early reading → fluent, independent reading</li> <li>• Built on “learn to read → read to learn”</li> <li>• ‘Keep Up’ and ‘Catch Up’ approach to targeted intervention for appropriate pupils</li> <li>• Strong home-school links</li> </ul>
<p><b>Impact</b></p> <p><b>How we know pupils are learning more over time</b></p>	<p>By the end of Year 6, pupils:</p> <ul style="list-style-type: none"> <li>• Are fluent, confident and independent readers</li> <li>• Can access and interpret a wide range of texts</li> <li>• Use reading to support learning across the curriculum</li> <li>• Demonstrate a lifelong love of reading</li> </ul>

	<p><b>EYFS</b>  <b>Statutory ELG:</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>						
	<p><b>EYFS</b>  <b>Birth to 5 Matters</b></p>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Decoding and Common Exception Words</b>	<p><b>Nursery</b>  *Begins to develop phonological and phonemic awareness:</p> <ul style="list-style-type: none"> <li>- Shows awareness of rhyme and alliteration</li> <li>- Recognises rhythm in spoken words, songs, poems and rhymes</li> <li>- Claps or taps the syllables in words during sound play</li> <li>- Hears and says the initial sound in words.</li> </ul> <p><b>Reception</b>  *Begins to develop phonological and phonemic awareness:</p> <ul style="list-style-type: none"> <li>- Continues a rhyming string and identifies alliteration</li> <li>- Hears and says the initial sound in words -</li> <li>- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</li> <li>- Starts to link sounds to letters, naming and sounding the letters of the alphabet</li> <li>- Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> </ul> <p>*Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p>	<ul style="list-style-type: none"> <li>•apply phonic knowledge to decode words</li> <li>•speedily read all 40+ letters/groups for 40+ phonemes</li> <li>•read accurately by blending taught GPC</li> <li>•read common exception words</li> <li>•read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>•read multisyllable words containing taught GPCs</li> <li>•read contractions and understanding use of apostrophe</li> <li>•read aloud phonically-decodable texts</li> </ul>	<p>*secure phonic decoding until reading is fluent</p> <ul style="list-style-type: none"> <li>*read accurately by blending, including alternative sounds for graphemes</li> <li>*read multisyllable words containing these graphemes</li> <li>*read common suffixes</li> <li>*read exception words, noting unusual correspondences</li> <li>*read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <ul style="list-style-type: none"> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p>*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</p>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Range of Reading</b></p>	<p><b>Nursery</b>  *Listens to and joins in with stories and poems, when reading one-to-one and in small groups •  * 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  <b>Reception</b>  *Enjoys an increasing range of print and digital books, both fiction and non-fiction</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 read to their own experiences</p>	<p>*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</p>	<p>*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</p>	<p>*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 comparisons within and across books</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Familiarity with texts</b></p>	<p><b>Nursery</b>  *Knows that print carries meaning and, in English, is read from left to right and top to bottom  *Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)  *Handles books and touch screen technology carefully and the correct way up with growing competence  *Begins to be aware of the way stories are structured, and to tell own stories  <b>Reception</b>  *Looks at and enjoys print and digital books independently  * Re-enacts and reinvents stories they have heard in their play</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>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  *recognising simple recurring literary language in stories and poetry</p>	<p>*increasing their 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</p>	<p>*increasing 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  *identifying and discussing themes and conventions in and across a wide range of writing</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Poetry &amp; Performance</b></p>	<p><b>Nursery</b>  *Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories  *Shows awareness of rhyme and alliteration-  *Recognises rhythm in spoken words, songs, poems and rhymes  *Claps or taps the syllables in words during sound play  <b>Reception</b>  * Re-enacts and reinvents stories they have heard in their play</p>	<p>*learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>*continuing 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>*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</p>	<p>*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</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Vocabulary and Authorial Intent</b></p>	<p><b>Nursery</b>  *Shows interest in illustrations and words in print and digital books and words in the environment  • Recognises familiar words and signs such as own name, advertising logos and screen icons  <b>Reception</b>  • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p>	<p>*discussing word meanings, linking new meanings to those already known</p>	<p>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary  *discussing their favourite words and phrases</p>	<p>*using dictionaries to check the meaning of words that they have read  *using dictionaries to check the meaning of words that they have read  *discussing words and phrases that capture the reader’s interest and imagination</p>	<p>*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</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Understanding</b></p>	<p><b>Nursery</b>  Talks about events and principal characters in stories and suggests how the story might end  <b>Reception</b>  Describes main story settings, events and principal characters in increasing detail</p>	<p>*checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>*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</p>	<p>*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</p>	<p>* checking that the book 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</p>

Inference		*discussing the significance of the title and events*making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done*answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction		*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
Non-fiction	<b>Reception</b> *Knows that information can be retrieved from books, computers and mobile digital devices		*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
Discussing reading	<b>Nursery</b> *Talks about events and principal characters in stories and suggests how the story might end <b>Reception</b> *Is able to recall and discuss stories or information that has been read to them, or they have read themselves	*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	*participate in discussion about books, poems & other works that are read to them & 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 those that they listen to and those that they read for themselves	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*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