LONDON MEED READING PROGRESSION

ORACY and VOCABULARY

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence stems I like… I don't like… One day… Next… In the end… I think…because	**Sentence stems** I like/don't like… because… I think… happened because… I feel that… Next time I … First, next… I agree/disagree because.	**Sentence stems** I think…because… They are similar/different because… I know this because… I found… Next time I could… It was interesting because… I like the part where…. I predict that..	**Sentence stems** An argument for/against is… I understand, however… It appears to be… I enjoyed it because… Maybe next time you could try… My opinion is… Building on… I remember that.	**Sentence stems** An argument for/against is… I understand, however… It appears to be… I understand that depending on… I understand your point of view however… You could improve this work by… It was successful because… Due to the fact that… Most reasonable people would agree that… Due to… Subsequently	**Sentence stems** In my opinion… I have two main reasons for… In some ways… Another feature… However they also differ… Perhaps some people would argue… Furthermore they… It is clear that… I deduce that… In conclusion… Perhaps the reason… Therefore, in my opinion..	**Sentence stems** On the one hand… I am convinced that… Given that… Another feature they have in common… The similarities/differences are significant because… Based on… Having considered… I infer from this that This suggests… Having considered… This is supported by the fact that… Possible improvements may include… Subsequently Consequently… After consideration/reflection… In summary… The consequences of..
Vocabulary Word, letter, sentence, page, story, tale Phoneme, sound, grapheme, digraph, trigraph, capital letter, full stop, finger space author. fiction, non fiction, rhyme, story	**Vocabulary** author. fiction, non fiction, rhyme, story letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mar	**Vocabulary** Setting, plot, Illustrator, character, alliteration, rhythm, beats, simile, narrator, chapter, pattern noun, noun phrase statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma,	**Vocabulary** Myth, legend, fable, script, scene, act, narrative, hook, dialogue, hero, villain, first person Preposition, conjunction word family, prefix, clause, subordinate clause direct speech, consonant vowel, vowel, inverted commas (or 'speech marks')	**Vocabulary** Metaphor, onomatopoeia, genre, point of view, resolution, novel, haiku, cinquain, kennings determiner pronoun, possessive pronoun adverbial	**Vocabulary** Classic, figurative language, imagery, climax, theme, personification, humorous, free verse, rap, couplets modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	**Vocabulary** Flash back, epilogue, prologue, protagonist, antagonist, convention, twist, mood, style, parody, cliche, biography, autobiography, tragedy, comical subject, object, active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

LONDON MEED READING PROGRESSION

READING						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Engage in storytimes Listen to and talk about stories to build familiarity and understanding. .Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs. Engage in non fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen to and discuss wide range of poems stories and n non- fiction	Listen to and discuss wide range contemporary fiction and classic poetry stories including fairy tales and traditional tales and non-fiction Learn poems off by heat	Listen to and discuss wide range of fiction, poetry, plays, non- fiction or reference books. To read texts structured in different ways for different purposes Increase familiarity with fairy stories, myths, legends To recognise some different forms of poetry To prepare poems and plays to be read aloud	Listen to and discuss wide range of fiction, poetry, plays, non- fiction or reference books. To read texts structured in different ways for different purposes To recognise some different forms of poetry To prepare poems and plays to be read aloud	Continue to listen to and discuss wide range of fiction, poetry, plays, non-fiction or reference books. Increase familiarity with wide range including myths legends modern fiction, fiction from literary heritage and other cultures and traditions To read texts structured in different ways for different purposes To make comparisons within and across books To learn a wider range pf poetry by heart To prepare poems and plays to be read aloud Recommend books for their peers giving reasons for their choices	To continue to and discuss wide range of fiction, poetry, plays, non fiction or reference books. Read books in different ways for different purposes. Increase familiarity with wide range including myths legends modern fiction, fiction from literary heritage and other cultures and traditions Recommend books for their peers giving reasons for their choices To make comparisons within and across books To learn a wider range of poetry by heart To prepare poems and plays to be read aloud Recommend books for their peers giving reasons for their choices

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry: Take off your Brave Wriggle and Roar Zim Zam Zoom Traditional rhymes **Non-Fiction:** The world around me **Diversity:** Amazing A story about AfiyaBilly and the Beast Astro Girl **Fiction:** Six Dinner Sid Rosie's walk Oi Frog Rain before Rainbows Golden Domes and silver lanterns How to catch a star Super Duper You The naughty bus The Wonky Donkey The gruffalo Peepo Once there were Giants My Family Goldilocks and the Three Bears Lost and Found Supertato Mr wolf's pancakes JAck and the beanstalk The Hungry Caterpillar What the Ladybird heard The three Little pigs Farnmyard hullaballo The Colour Monster The Rainbow Fish Elmer Catch the chicken Rumble in the jungle How to look after a dinosaur Dinosaur roar	**Texts to support Topic** Deep dark wood The Last Wolf Little Red Range of Tradition tales Skater Celio How to find Gold The Snail and the Whale What the Sea Saw **Poetry:** The Puffin Book of Fantastic First poems. Commotion in the Ocean **Non-Fiction:** Surprising Sharks Tree How many legs **Diversity:** Look UpThe Same But Different too **Fiction:** I want my Hat back Paddington The Man on the Moon We're going on a Bear Hunt This rabbit belongs to Emily Brown	**Texts to support Topic** George and the Dragon Egg Box Dragon The Emperors Egg Castle Non fiction - Yellow Brave and the Fox Toby and the Great Fire of London The secret Sky Garden **Poetry** Zim Zam Zoom James Carter The First book of Poetry Yapping AwayJoshua Seigu The owl and the pussy cat On the Ning nang nong **Non-Fiction:** Hello World: Animals The Bee Book **Diversity:** Ada Twist, Scientist The only way is Badger Julian i s a Mermaid **Fiction:** Pumpkin Soup Not now Bernard Fantastic Mr Fox The owl who was afraid of the dark Who's afraid of the big bad book The Boy who Grew Dragons Billy and the Dragon	**Texts to support Topic** Chinese Myths and Legends Boudica's army Escape from Pompeii Stone Age Boy Varkak Paw The Great Race The stolen Spear **Picture Books** Hansel and Gretel A Browne The Day the Crayons Quit **Non Fiction** The Street Beneath our feet Charlotte Guillain & Yuval Zommer **Diversity** Counting on Katherine Helaine Becker The Boy and the back of the class **Fiction** Planet Omar Accidental The Twits Roald Dahl **Poetry** Let's get out of here Michale Rosen The Utterly Brilliant book of poetry Funky Chickens Benjamin Zephaniah	**Texts to support Topic** Who Let the Gods Out Maz Evans The Adventures of Odysseus There's a pebble in my pocket The Secret of Black Rock The Great Kapok Tree **Picture Books** Kindness Grows Britta Teckentrup The promise Nicola Davies **Diversity** The Proudest Blue Ibtihaj Muhammad **Non Fiction** Mythologica Steve Kershew Lots Nicola Davies **Fiction** The Land Of Roar Jenny Maclaughlin Miraculous Journey Edward Turlane Who let the Gods out There's a boy in the Girls bathroom Onjali Raulf **Poetry** Sensational Roger Mcgough The works Pie Corbett Hot Like Fire Valerie Bloom Nicola Davies: A first Book of Animals	**Texts to support Topic** Kensuke's Kingdom M Morpurgo A Beowulf Tale **Picture Books** Illegal - graphic novel Andrew Donkin The King of the Sky Nicola Davies Footpath of flowers Jo Arno Lawson and Sydney Smith **Diversity** King of the sky Niclola Davies **Non Fiction** The Undefeated Kswame Alexander and Kadie Nelson Young heroes Lula Bridgeport **Fiction** Wolf Brother Michael Paver Cosmic Frank Cotrell Boyce **Poetry** The Works Pie Corbett Lost magic- The best of Brian Moses Kit Wright the Magic Box	**Texts to support Topic** Classic Shakespeare Stories Andrew Matthews Shakespeare Stories Andrew Matthews Letters from the Lighthouse Good night Mr Tom Shackleton's journey **Picture Books Diversity** The Arrival Shaun Tan Rose Blanche **Non -Fiction** Amazing Women 101 lives to inspire Lucy Beevor and Sarah Green *Moth: An Evolution Story'* by Isabel Thomas and Daniel Egnéu **Fiction** Holes - Louis Sachar Girl of Ink and Stars Kiran Millwood Hargrave The Dark Lord The Teenage Yeas: Thompson Rooftoppers Katherine Rundell The Wolf Wilder Katherine Rundell **Poetry** Collection of poems Ted Hughes New and collected poems for children Charles Causley 5

LONDON MEED READING PROGRESSION

Binny's Diwali						

PHONICS DECODING and SPELLING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them.	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. Read other words of more that one syllable containing GPC's To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) . To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	To read with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
To read some common exception word	To read Y1 common exception words, noting unusual correspondences between spelling and sounds and where these occur in word	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues

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Fluency, Understanding and Correcting Inaccuracies

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read books to build up confidence in word reading, fluency and understanding. To read and understand simple sentences	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	To read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation. Recognise punctuation, pausing at key moments.	Read clearly and apply punctuation accurately. Use expression and intonation with a growing awareness of the audience and purpose. Word reading should also support the development of vocabulary.	Read fluently using intonation tone and volume so the meaning is clear to an audience	Use punctuation, expression and intonation of a wider vocabulary to create moods, showing an appreciation of the audience and purpose.
	To check that a text makes sense to them as they read and to self- correct	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.	To continue to build a repertoire of poems learnt by heart reciting with appropriate intonations	To continue to build a repertoire of poems learnt by heart reciting with appropriate intonations		

LONDON MEED READING PROGRESSION

COMPREHENSION

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Listen to and talk about stories to build familiarity and understanding. To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. Explain clearly their understanding of what is read Make links to their own experiences	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently)	To recognise listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	To explain and discuss about books, poems and other material they listen to and they read To read for a range of purposes. To identify themes and conventions in a wide range of books. To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these	To read a wide range of books structured in different ways e.g. genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.	To read for pleasure discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To check book makes sense by discussing understanding and exploring words in context. To ask questions to improve their understanding To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To make comparisons with and across books by compare characters, settings and themes within a text and across more than one text.

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To use vocabulary and forms of speech that are increasingly influenced by their experiences of books	To discuss word meaning and link new meanings to those already known	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. To use dictionaries to check the meanings of words	Discuss vocabulary used to capture readers' interest and imagination To ask questions to improve understanding To use dictionaries to check the meaning of words that they have read	Identify how language structure and presentation contribute to meaning To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" To answer 'how' and 'why' questions about their experiences and in response to stories or events.	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text stated and implied To identify main ideas from more than one paragraph and summarise	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied. To summarise main ideas from more than one paragraph	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To know that information can be retrieved from books and computers..	Select non-fiction books for different purposes	To recognise that non-fiction books are often structured in different ways	To retrieve and record information from non-fiction texts	. To retrieve and record information from non-fiction texts .	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. To distinguish between fact and opinion	To retrieve, record and present information from non-fiction texts. To provide reasoned justifications for their views