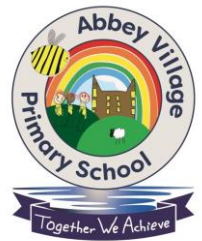
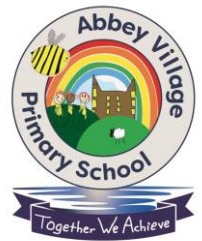


Abbey Village Primary School – Reading Steps



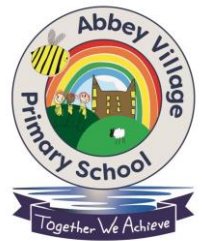
Age	Reading Step	Phonic Stage *Linked to SSPF	Learning Opportunities	Text Characteristics
<b>Nursery / Reception</b>	Step 1 (Pink)	Basics 1	Locate title and open front cover. Relate narrative to own experience. Retell narrative in own words.	Wordless books. Illustration provides full support for telling story/narrative. 0 words / 16 pages
<b>Reception</b> (4 – 5 years old)	Step 2a	Basics 2, set 1 & 2	<i>Opportunity to rehearse sounds taught in phonics in reading. Each book is closely aligned to phonics stage. VC / CVC words.</i> Locate title. Know that left page comes before right. Can turn pages appropriately. Start to match spoken word to printed word (one-to-one correspondence). Confirm this matching using a few known words or letters. Work out the storyline from the illustrations and repeated language patterns.	Simple, highly predictable text with familiar objects/actions in the same place on each page. One repetitive, whole-sentence structure that includes at least one high-frequency word. Reasonably large font size with clear spaces between words. 1–2 lines of text per page. Illustrations that provide full and direct support for the text and are well separated from it. Approx. 14-30 words / 16 pages
	Step 2b	Basics 2, set 3 & 4		
	Step 2c	Basics 2, set 5 & 6		
	Step 3a	Basics 3, set 1 - 3	<i>Opportunity to rehearse sounds taught in phonics in reading. Each book is closely aligned to phonics stage. Digraphs / Trigraphs</i> Consolidate secure control of one-to-one matching on a wide range of texts. Solve simple words by blending phonemes from left to right and check for meaning, correct syntax, i.e. does it make sense and sound right? Begin to notice own errors. Start to read in a more phrased manner while maintaining track of the print.	
	Step 3b	Basics 3, set 4-7		

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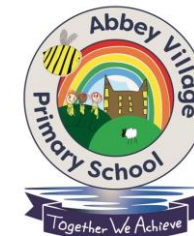
<b>Reception / Year One</b>	Step 4a	Basics 4, set 1 & 2	<p>Opportunity to rehearse sounds taught in phonics in reading. Each book is closely aligned to phonics stage. CVCC / CCVC / CCVCC / CCCVCC / polysyllabic words.</p> <p>Follow print with eyes, finger-pointing only at points of difficulty.</p> <p>Take more note of punctuation for grammar and oral language rhythms.</p> <p>Cross-check all sources of information while reading, and sometimes self-correct.</p> <p>Solve new words using print information and understanding of the text.</p> <p>Identify constituent parts of unfamiliar two-syllable words to read correctly.</p>	<p>Stories have more events.</p> <p>Storylines include episodes in a time sequence and framework of familiar experiences</p> <p>Non-fiction has abstract terms/impersonal Sentence structures.</p> <p>Pictures support storyline rather than convey precise meaning so closely.</p> <p>Approx. 40-100 words / 16 pages</p>
	Step 4b	Basics 4, set 3 - 6		
			<p>Discuss content in a way that indicates understanding.</p> <p>Manage a variety of genres.</p>	
<b>Year One (5 – 6 years old)</b>	Green / Step 5	Higher Levels 5	<p>Consolidates the widening range of sounds taught.</p> <p>Opportunities to revisit and review, checking retention.</p> <p>Read fluently with attention to punctuation.</p> <p>Solve new words using print detail, attending to meaning and syntax. Self-correct.</p> <p>Manage effectively a growing variety of texts, Including non-fiction.</p> <p>Discuss and interpret character and plot more fully.</p> <p>Use contents page and glossary in non-fiction books, and locate information.</p>	<p>Varied, longer sentences, with little repetition of phrases.</p> <p>Repeated, unfamiliar words.</p> <p>More varied and larger number of characters involved.</p> <p>Events sustained over several pages with a larger number of words on page.</p> <p>Less familiar, more specialized vocabulary.</p> <p>Illustrations provide moderate support for fiction.</p> <p>Print may be located in captions, fact-boxes and diagrams in non-fiction.</p> <p>Approx. 170-250 words / 24 pages</p>
	Orange / Step 6	Higher Levels 5	<p>Get started on fiction after briefer introductions, Without relying on artwork.</p> <p>Examine non-fiction layout, using contents pages to select sections of a book to read.</p> <p>Read longer and more complex sentences with a range of punctuation and text layout.</p> <p>Use familiar syllables to read longer words. Use appropriate terminology in discussion.</p> <p>Check information in text with illustrations and comment on content. Infer meaning.</p>	<p>Increased proportion of space allocated to print rather than pictures in fiction.</p> <p>Illustrations support overall meaning of text.</p> <p>Longer stories with more literary language. Sentence structures more complex.</p> <p>Range of text provision, e.g. plays, simple poetry, simple non-fiction of different types.</p> <p>Non-fiction texts contain more formal sentences and unfamiliar terms and layouts.</p> <p>Approx. 250-300 words / 24 pages</p>

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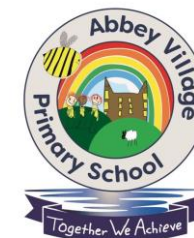
<b>Year Two</b> (6-7 years olds)	<b>Turquoise / Step 7</b>	Suze's super spelling rules	Extract meaning from the text while reading with less dependence on illustrations. Use punctuation and text layout to read with expression and control. Sustain reading through longer sentence structures and paragraphs. Tackle a higher ratio of complex words with known vocabulary, phonics and syllables. Monitor own reading, checking and self-correcting while considering text meaning. Navigate around texts such as indexes, glossaries, and dictionaries.	More extended descriptions and use of literary phrasing. More print, more illustrations and layout with elaborated episodes and events. More unusual and challenging vocabulary, particularly in non-fiction. Illustrations provide a lower level of support in fictional texts, and include graphs, maps, and diagrams in non-fiction. Non-fiction texts contain longer, more formal sentences. Some repeated terms. Approx. 300-500 words / 24 pages
	<b>Purple / Step 8</b>	/	Adapt to a variety of fiction, non-fiction and poetry with growing independence. Read silently and rapidly. Use punctuation to keep track of longer sentences.	Sentence structures becoming longer and more complex. Wider variety of genre but still illustrated. Storyline may be more involved and reflect the feelings of the writer.

Abbey Village Primary School – Reading Steps



			<p>Solve most unfamiliar words by blending less common digraphs and recognising alternative spellings to read longer and more complex words.</p> <p>Predict content/layout/ story development.</p> <p>Take more conscious account of literary effects and the formal language of non-fiction.</p> <p>Begin to consciously use reading to extend speaking, writing, vocabulary and syntax.</p>	<p>Some books with short chapters for more sustained reading.</p> <p>Characters are more distinctive and rounded than at earlier levels.</p> <p>Non-fiction texts cover an increasing curriculum range and different text formats.</p> <p>Alphabetically ordered texts, i.e. dictionaries and simple encyclopaedias, glossaries, indexes</p> <p>Approx. 500-750 words / 24 pages</p>
	Gold / Step 9	/	As Purple, but offering slightly more challenge	As Purple, but offering slightly more challenge Approx. 700-900 words / 24 pages
Year Two / Year Three	White / Step 10	/	<p>Read silently, sustaining interest in longer text, returning to it easily later.</p> <p>Use text more fully as a reference and as a model, and find information in texts more flexibly.</p> <p>Notice the spelling of unfamiliar words and relate to known words.</p> <p>Show increased awareness of vocabulary and precise meaning.</p> <p>Express reasoned opinions and interpretations about what is read, and compare texts.</p>	<p>Storyline or theme sustained over a longer period of time with chapters or subsections.</p> <p>Sentence structures may be longer, with more subordinate phrases or clauses.</p> <p>Characters may be more fully developed with more than one point of view expressed.</p> <p>Information/action implied, not spelled out. May contain more metaphorical or technical language.</p> <p>Non-fiction texts in a broader context and include more detailed information.</p> <p>Approx. 1200 words / 32-48 pages</p>
	Lime / Step 11	/	<p>Recognise text type and predict general content, returning easily to them after a break.</p> <p>Read silently, adjusting speed to suit material and monitoring the meaning.</p> <p>Rerun to make different interpretations of dialogue, complex sentences etc.</p> <p>Make use of blurbs, glossaries, and indexes to locate information quickly and accurately.</p> <p>Express reasoned opinions about what is read, and compare texts.</p> <p>Sustain meaning over many phrases for comprehension due to complex sentences.</p>	<p>Storyline or theme may be sustained over a longer period of time with chapters or subsections.</p> <p>More unfamiliar, sophisticated terms including a greater range of verbs to suggest precise meanings.</p> <p>Widening range of layout, genre, and writing style.</p> <p>More metaphorical or technical language.</p> <p>More technical vocabulary not supported directly by illustrations.</p> <p>Approx. 1500 words / 32-48 pages</p>

## Abbey Village Primary School – Reading Steps



<b>Year Three</b> (7 –	/	More complex plots and longer chapters that develop reading stamina.	Approx. 1500 words / 32 pages
	/	Longer and more demanding reads for children to investigate and evaluate.	Approx. 2000 words / 32 pages

8 years old)			
<b>Year Four</b> (8 – 9 years old)	/	Increasing opportunities for children to develop their skills of inference and deduction.	Approx. 2500 words / 48 pages
	/	Provided with a widening range of genres including science fiction and biography, prompting more ways to respond to texts.	Approx. 3000 words / 48 pages
<b>Year Five</b> (9 – 10 years old)	/	Longer reads to develop children’s sustained engagement with texts that are more complex syntactically.	Approx. 4000 words / 56 pages
<b>Year Six</b> (10 – 11 years old)	/	More complex, underlying themes to give opportunities for children to understand causes and points of view.	Approx. 5000 words / 56 pages
<b>Year Six Plus</b> (10- 11+ years old)	/	Fluent readers are offered a complex, substantial text with challenging themes to facilitate sustained comprehension, bridging the gap between a reading programme and longer chapter books.	Approx. 8000 words / 80 pages

All children have access to a phonics / reading scheme book and a reading for pleasure text. This is changed weekly- this may be subject to change as pupils become more confident readers and can access longer and more challenging texts.

Please note that all learners progress at different rates and ‘ages’ are aligned with ARE. Some children will be beyond this at their actual age, some may take longer to reach the steps. The crucial step is that we foster a love of reading in our children and they leave Abbey Village Primary being able to access texts and choose to read as an activity.