

Progression in Reading

At Abbey Village, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence our mixed age curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects at their own pace and in the best possible way for each individual child.

Reading progression	Spoken language ELG	Word recognition EYFS	Word Comprehension EYFS
<p><i>What should be seen in the classroom?</i></p> <p><i>Appealing reading areas that encourage pleasure in reading, curiosity and research.</i></p> <p><i>Access to reading in areas of provision throughout the classroom.</i></p> <p><i>Daily Phonics using letters and Sounds.</i></p> <p><i>Individual phonics tracking towards end of year expectations.</i></p> <p><i>Daily 1:1 reading with questioning and discussion from the adult.</i></p> <p><i>Weekly guided</i></p>	<ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Recite rhymes and sings songs 	<p>Children progress through the letters and sounds phonic programme completing phase 2, 3 and 4 .</p> <ul style="list-style-type: none"> Decode a number of regular words using phase 2 phonemes with build and blend strategy, and read aloud accurately Read common irregular words from Phase 2 - the to I no go into Read common irregular words from Phase 3 - he she we me be was you they all are my her Recognise some capitals and lower case letters Blend phonemes to read a range of words using build and blend towards automaticity – fluency and accuracy Read simple sentences Use phonic knowledge to attempt unknown words <p>ELG: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> Phase 2 Differentiate between text and illustration Understand that print conveys meaning Hold a book correctly and turn pages from front to back and recognise front and back cover Know that, in English, print is read from left to right and top to bottom Predict the storyline e.g. ending Talk about events, setting and characters Predict storyline and some vocabulary, aided by the illustrations Retell narratives in the correct sequence, drawing on language patterns of stories Phase 3 Use decoding to read -using build and blend strategy – towards automatically reading known words Respond to questions about who, what, where, when linked to text and illustrations Sequence a simple story or event Use gestures and actions to act out a story, event or rhyme from text or illustrations Make predictions based on illustrations, story content and title Respond to questions about how and why something is happening Say what a character might be thinking, saying or feeling. Phase 3 and 4 Listen attentively to a story at the appropriate

Progression in Reading

<p><i>reading in differentiated Groups.</i></p> <p><i>Daily story time.</i></p>			<p>interest level</p> <ul style="list-style-type: none"> • Say how they feel about stories and poems • Recall the main points in texts in the correct sequence • Use the structure of a simple story when re-enacting and retelling • Talk about the themes of simple texts, e.g. good over evil • Act out a story in role play
<p>Reading progression</p>	<p>Spoken language Year 1</p>	<p>Word Reading Year 1</p>	<p>Word comprehension Year 1</p>
<p><i>All of the above and : Appealing presentations of books that promote pleasure in reading and opportunity to pursue own interests.</i></p>	<ul style="list-style-type: none"> • Children should be taught to: • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and build vocabulary and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings. • Maintain attention and participate activity in collaborative conversations, staying on topic and initiating and responding to comments. 	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words. • Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. • Read accurately by blending sounds in unfamiliar words containing GPCs taught. • Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. • Read words with the endings -s, -es, -ing, -ed and -est. • Read words of more than one syllable which contain GPCs known. • Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. • Read some phonically-decodable books, 	<ul style="list-style-type: none"> • Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. • Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. • Link what they read to their own experiences. • Recognise and join in with predictable phrases in poems and stories. • Appreciate some rhymes and poems; recite some by heart. • Discuss the meanings of new words, linking them to words already known. • Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. • Check that texts make sense when reading; self-correct and re-read inaccurate reading.

Progression in Reading

	<ul style="list-style-type: none"> Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interests of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. 	<p>closely matched to phonic knowledge.</p> <ul style="list-style-type: none"> Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs. 	<ul style="list-style-type: none"> Talk about the significance of the title and events. Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring. Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. Participate in discussion about what is read to them, taking turns and listening to others. Explain clearly their understanding of what is read to them.
Reading progression	Spoken language Year 2	Word Reading Year 2	Word comprehension Year 2
<p>What should be seen in the classroom?</p> <p><i>Daily Phonics using letters and Sounds.</i></p> <p><i>Individual phonics tracking towards end of year expectations.</i></p> <p><i>Daily 1:1 reading with questioning and discussion from the adult.</i></p> <p><i>Weekly guided reading in differentiated Groups.</i></p>	<ul style="list-style-type: none"> Children should be taught to: Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and build vocabulary and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings. Maintain attention and participate activity in collaborative conversations, staying on topic 	<ul style="list-style-type: none"> Apply phonic knowledge and skills consistently to decode quickly and accurately. Decode alternative sounds for graphemes. Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money. Read most words without overtly segmenting and blending, once they are familiar. Read some phonically-decodable books with 	<ul style="list-style-type: none"> Fully engage with reading and take pleasure from books and texts. Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently. Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say. Show understanding of texts read independently; self-correct. Know and retell a wide range of stories, fairy

Progression in Reading

<p><i>A classroom library with a variety of books for the children to choose from.</i></p> <p><i>English working walls that reflect the class novel- vocabulary, character description.</i></p> <p><i>Examples of texts that children have read both independently and with class teacher.</i></p>	<p>and initiating and responding to comments.</p> <ul style="list-style-type: none"> • Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interests of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication. 	<p>fluency, sound out unfamiliar words automatically.</p>	<p>stories and traditional tales.</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books, and how items of information are related. • Make inferences on the basis of what is said and done; predict according to what has been read so far. • Discuss and express views about a range of non-fiction texts which are structured in different ways. • Discuss and clarify the meaning of new words; discuss favourite words and phrases. • Recognise simple recurring literary language in stories and poetry. • Recite a repertoire of poems learnt by heart, using appropriate intonation.
Reading progression	Spoken Language Year 3	Word reading Year 3	Word Comprehension Year 3
<p><i>What should be seen in the classroom?</i></p> <p><i>A classroom library with a variety of books for the children to choose from.</i></p> <p><i>English working walls that reflect the class novel- vocabulary,</i></p>	<ul style="list-style-type: none"> • Children should be taught to: • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and build vocabulary and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. 	<ul style="list-style-type: none"> • Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). • Read at a speed sufficient for them to focus on understanding. • Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. 	<ul style="list-style-type: none"> • Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. • Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. • Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise

Progression in Reading

<p><i>character description.</i></p> <p><i>Examples of texts that children have read both independently and with class teacher.</i></p>	<ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interests of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others . • Select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> • Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. • Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. • Prepare poems and play scripts to read aloud and perform. • Show appropriate intonation and volume when reciting or reading aloud. 	<p>typical presentational features.</p> <ul style="list-style-type: none"> • Identify themes and conventions in a range of books e.g. identify a theme of ‘journeys’ or ‘invasion’; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented. • Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. • Draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their actions or words. • Predict what might happen from details stated and implied. • Explain the meaning of words in context; use dictionaries to check meanings. • Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. • Explain and discuss their understanding of the text e.g. explain events; describe a character’s actions. • Retrieve and record information from non-fiction texts. • Identify how language, structure and presentation contribute to meaning e.g. that the use of the word ‘trembling’ indicates that the kitten is scared; that the text box provides a list of quick facts. • Discuss words and phrases that capture the reader’s interest and imagination. • During discussion about texts, ask questions
<p>Reading progression</p>	<p>Spoken Language Year 4</p>	<p>Word reading Year 4</p>	<p>Word Comprehension Year 4</p>

Progression in Reading

<p><i>What should be seen in the classroom?</i></p> <p><i>A classroom library with a variety of books for the children to choose from.</i></p> <p><i>English working walls that reflect the class novel- vocabulary, character description.</i></p> <p><i>Examples of texts that children have read both independently and with class teacher.</i></p>	<ul style="list-style-type: none"> • Children should be taught to: • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and build vocabulary and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings. • Maintain attention and participate activity in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interests 	<ul style="list-style-type: none"> • Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. • Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. • Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. • Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous. • Prepare poems and play scripts to read aloud and perform. • Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud. 	<ul style="list-style-type: none"> • Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. • Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments. • Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features. • Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books. • Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. • Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. • Draw comparisons. • Predict what might credibly happen from details stated and implied. • Explain the meaning of words in context; use dictionaries to check meanings. • Check the text makes sense, reading to the punctuation and habitually re-reading.
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Progression in Reading

	<p>of the listener(s).</p> <ul style="list-style-type: none"> • Consider and evaluate different viewpoints, attending to and building on the contributions of others . • Select and use appropriate registers for effective communication. 		<ul style="list-style-type: none"> • Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake. • Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish. • Retrieve and record information from non-fiction texts. • Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character. • Discuss words and phrases that capture the reader's interest and imagination. • During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.
Reading progression	Spoken language Year 5	Word Reading Year 5	Word Comprehension Year 5
<p><i>What should be seen in the classroom?</i> <i>A classroom library with a variety of books for the children to choose from.</i> <i>English working walls</i></p>	<ul style="list-style-type: none"> • Children should be taught to: • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and build vocabulary and knowledge. • Use relevant strategies to build their 	<ul style="list-style-type: none"> • Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. • Determine the meaning of new words by applying morphological knowledge of root words and 	<ul style="list-style-type: none"> • Read and enjoy a growing repertoire of texts, both fiction and non-fiction. • Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.

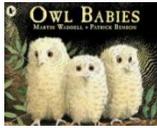
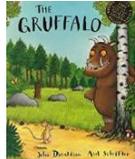
Progression in Reading

<p><i>that reflect the class novel- vocabulary, character description.</i></p> <p><i>Examples of texts that children have read both independently and with class teacher.</i></p>	<p>vocabulary.</p> <ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings. • Maintain attention and participate activity in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interests of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others . • Select and use appropriate registers for effective communication. 	<p>affixes e.g. suspect/suspicious, change/changeable, receive/reception.</p> <ul style="list-style-type: none"> • Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. • Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear 	<ul style="list-style-type: none"> • Recommend books they have read to their peers, giving reasons. • Discuss and comment on themes and conventions in a variety of genres. • Read and recite age-appropriate poetry which has been learned by heart. • Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. • Discuss their understanding of the meaning of words in context, finding other words which are similar. • Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader. • Readily ask questions to enhance understanding. • Make comparisons within and across texts e.g. compare two ghost stories. • Draw inferences and justify these with evidence from the text e.g. explain how a character’s feelings changed and how they know this; make predictions. • Distinguish fact from opinion with some success. • Retrieve, record and present information from non-fiction texts. • Summarise main ideas from more than one paragraph, identifying key details which support these. • Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others’ views courteously.
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Progression in Reading

Reading progression	Spoken language Year 6	Word Reading Year 6	Word Comprehension Year 6
<p><i>What should be seen in the classroom?</i> <i>A classroom library with a variety of books for the children to choose from.</i></p> <p><i>English working walls that reflect the class novel- vocabulary, character description.</i></p> <p><i>Examples of texts that children have read both independently and with class teacher.</i></p>	<ul style="list-style-type: none"> • Children should be taught to: • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and build vocabulary and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings. • Maintain attention and participate activity in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, 	<ul style="list-style-type: none"> • Fluently and effortlessly read the full range of age appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. • Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. • Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear 	<ul style="list-style-type: none"> • Explain what they know or have read, including through formal presentation and debates, using notes where necessary. • Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. • Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. • Recommend books to others, giving reasons for their choices; state preferences. • Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. • Demonstrate that they have learned a wide range of poetry by heart. Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. • Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. • Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. • During discussion, ask pertinent questions to enhance understanding.

Progression in Reading

	<p>performances, role play, improvisations and debates.</p> <ul style="list-style-type: none"> • Gain, maintain and monitor the interests of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication. 		<ul style="list-style-type: none"> • Make accurate and appropriate comparisons within and across different texts. • Make developed inferences e.g. characters' thoughts and motives or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. • Distinguish between fact and opinion. • Retrieve, record and present information from non-fiction texts. • Identify key details which support main ideas; summarise content drawn from more than one paragraph. • Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. • Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.
<p>EYFS (suggested texts) Owl Babies – Martin Waddell  The Gruffalo – Julia Donaldson  Handa's Surprise – Eileen Browne</p>	<p>Year 1/2 (suggested texts) Traction Man is Here - Mini Grey  Meerkat Mail – Emily Gravett  Amazing Grace – Mary Hoffman</p>	<p>Year 3/4 (suggested texts) The Iron Man – Ted Hughes  Cat Tales: Ice Cat – Linda Newberry</p>	<p>Year 5/6 (suggested texts) The Wolves of Willoughby Chase – Joan Aiken  Varjak Paw – SF Said</p>

Progression in Reading

<p>Mr Gumpy's Outing – John Burningham</p>	<p>Pumpkin Soup – Helen Cooper</p>	<p>The Sheep-pig – Dick King-Smith</p>	<p>Wolf Brother – Michelle Paver</p>
<p>Rosie's Walk – Pat Hutchins</p>	<p>Who's Afraid of the Big Bad Book? – Lauren Child</p>	<p>The Abominables- Dick King-Smith</p>	<p>Street Child – Berlie Doherty</p>
<p>Six Dinner Sid – Inga Moore</p>	<p>Tuesday – David Wiesner</p>	<p>The Lion, The Witch and The Wardrobe – CS Lewis</p>	<p>The Midnight Fox – Betsy Byars</p>
<p>Mrs Armitage – Quentin Blake</p>	<p>The Flower – John Light</p>	<p>The Battle of Bubble and Squeak- Philippa-Pearce</p>	<p>Tom's Midnight Garden – Phillipa Pearce</p>
<p>Whatever Next – Jill Murphy</p>	<p>Gorilla – Anthony Browne</p>	<p>Bill's New Frock – Anne Fine</p>	<p>FARThER – Grahame Baker-Smith</p>
<p>On the Way Home – Jill Murphy</p>	<p>Emily Brown and The Thing – Cressida Cowell</p>		

Don't give up

Try new things

Respect others

Concentrate

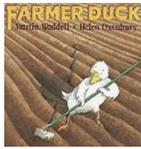
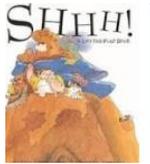
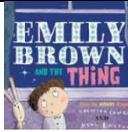
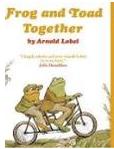
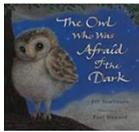
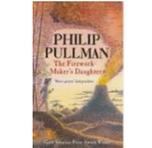
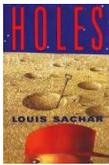
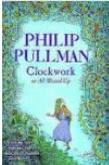
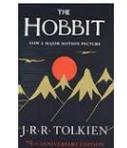
Be motivated

Improve

Imagine

Push yourself

Progression in Reading

<p>Farmer Duck – Martin Waddell</p>  <p>Goodnight Moon – Margaret Wise-Brown</p>  <p>Shhh! – Sally Grindley</p> 	<p>Frog and Toad Together – Arnold Lobel</p>  <p>The Owl Who Was Afraid of the Dark – Jill Tomlinson</p>  <p>Fantastic Mr Fox – Roald Dahl</p>  <p>The Hodgeheg – Dick King-Smith</p>  <p>Flat Stanley – Jeff Brown</p> 	<p>Charlotte's Web – EB White</p>  <p>Why the Whales Came – Michael Morpurgo</p>  <p>The Firework Maker's Daughter – Phillip Pullman</p>  <p>The Snow Walker's Son – Catherine Fisher</p>  <p>Perry Angel's Suitcase –</p>	<p>Holes – Louis Sachar</p>  <p>Clockwork – Phillip Pullman</p>  <p>The Hobbit – JRR Tolkien</p>  <p>Skellig – David Almond</p>  <p>Fireweed – Jill Paton Walsh</p>
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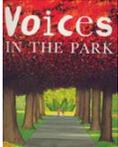
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Push yourself

Progression in Reading

	<p>Willa and Old Miss Annie – Berlie Doherty</p> 	<p>Glenda Millard</p>  <p>Voices in the Park – Anthony Browne</p> 	 <p>River Boy – Tim Bowler</p>  <p>The Arrival – Shaun Tan</p> 
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