

Progression of Skills and Knowledge for Reading

Word Reading - Phonics and Decoding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read words containing common suffixes</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>

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Fluency / Oracy

<p>Read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words</p> <p>Re-read these books to build up my fluency and confidence in word reading.</p>	<p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p> <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	<p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p> <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally with expression and intonation</p>	<p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p> <p>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>participating in discussions about books that are read to me and those that I can read for themselves, building on their own and others' ideas and challenging views courteously</p>	<p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p> <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience</p> <p>participating in discussions about books that are read to me and those that I can read for themselves, building on their own and others' ideas and challenging views courteously</p>
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Comprehension

Reading Skills and Application

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 1 and 2 are similar: children complete their programme of study in phonics before more on to developing comprehension skills</p>		<p>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 are similar: the complexity of the written word and vocabularic understanding increases.</p>		<p>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 5 and 6 are similar: the complexity of the written word and vocabularic understanding increases.</p>	

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<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</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>Being introduced to non-fiction books that are structured in different ways and use them for discussion</p> <p>Becoming increasingly familiar with, and retelling, a wider range of stories, fairy stories and traditional tales</p> <p>Discussing and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Checking that the text makes sense whilst reading and correcting inaccurate reading</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>Answering and asking questions</p> <p>Participating in discussion</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</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>Being introduced to more complex non-fiction books that are structured in different ways and answer questions accurately</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarify the meanings of words, linking new meanings to known and more complex vocabulary and themes</p> <p>Recognising recurring literary language in stories and poetry – increasing knowledge of the written word</p> <p>Checking that the text makes sense whilst reading and correcting inaccurate reading</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>Answering and asking questions that develop understanding and knowledge</p>	<p>Continue to develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that I have read</p> <p>discussing words and phrases that capture the reader’s interest and imagination</p> <p>identifying themes and conventions in a wide range of books</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><i>understanding what has been read in books they can read independently, by:</i></p> <p>checking that the text makes sense, discussing understanding and explaining the meaning of words in context</p> <p>retrieving and recording information from non-fiction</p> <p>identifying how language, structure, and presentation contribute to meaning</p>	<p>Continue to develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading an increasing variety of books that are structured in different ways and reading for a range of purposes</p> <p>independently use dictionaries to check the meaning of words that I have read and apply these within my answers</p> <p>discussing more challenging words and phrases that capture the reader’s interest and imagination</p> <p>identifying more complex themes and conventions in a wide range of books</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><i>understand what has been read in books they can read independently, by:</i></p> <p>check confidently that the text makes sense to me, discuss my understanding in depth and explain the meaning of words in context and apply these within my written answers.</p> <p>retrieving and recording</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading challenging books that are structured in different ways and reading for a range of purposes</p> <p>increasing 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</p> <p>recommending books that I have read to my peers, giving reasons for my choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing and topics</p> <p>making comparisons within and across books explaining the similarities and difference</p> <p>learning a wider range of poetry by heart</p> <p><i>understand what has been</i></p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading challenging books that are structured in different ways and reading for a range of purposes for both pleasure and to further academic progress</p> <p>continue to increase my knowledge of 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</p> <p>recommending books that I have read to my peers for both pleasure and to enhance understanding of cross curricular topics</p> <p>identify and discuss themes and conventions in and across a wider range of writing including self-assessment of my own or peers writing</p> <p>making comparisons within and across books</p>
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<p>about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Discussing my favourite words and phrases</p> <p>Making inferences on the basis of what is being said and done</p> <p>Explaining and discussing my understanding of books, poems and other material, both those that I listen to and those that I read for myself.</p> <p>Understanding both the books that I can already read accurately and fluently and those that I listen to by drawing on what I already know or on background information and vocabulary provided by the teacher</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Discussing the sequence of events in books and how items of information are related</p>	<p>Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Discussing my favourite words and phrases and recording why</p> <p>Explaining and discussing my understanding of books, poems and other material, both those that I listen to and those that I read for myself.</p> <p>Understanding both the books that I can already read accurately and fluently and those that I listen to by drawing on what I already know or on background information and vocabulary provided by the teacher</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Discussing the sequence of events in books and how items of information are related across books and genres</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>asking questions to improve my understanding of a text</p> <p>participating in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>information from non-fiction and differentiate between genres</p> <p>Identifying how language, structure, and presentation contribute to meaning and provide examples of this</p> <p>asking questions to improve my understanding of a higher-level text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence through notation and oral feedback</p> <p>Participating in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say and providing constructive feedback to my peers</p> <p>predicting what might happen from details stated and implied using clear evidence and justification</p> <p>identifying main ideas drawn from more than one paragraph and summarising these in my own words</p>	<p><i>read in books they can read independently, by:</i></p> <p>checking independently that texts make sense, discussing their understanding and exploring the meaning of words in context</p> <p>explaining and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>retrieving and recording information from non-fiction and differentiate between genres</p> <p>distinguishing between statements of fact and opinion</p> <p>asking questions to improve my understanding of themes, topics and words</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>providing reasoned justifications for my views.</p> <p>identifying how language, structure and presentation</p>	<p>explaining the similarities and differences with a higher degree of accuracy.</p> <p><i>understand what has been read in books they can read independently, by:</i></p> <p>checking independently that the texts make sense, discussing my understanding and exploring the meaning of words in context fluently</p> <p>explaining and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>retrieving, recording and presenting information from non-fiction and distinguish fact from fiction</p> <p>distinguishing between statements of fact and opinion confidently with increasing accuracy</p> <p>asking a range of questions to improve my understanding and linked to reading content domains of themes, topics and words</p> <p>drawing inferences such as inferring characters' feelings, thoughts and</p>
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				<p>contribute to meaning</p> <p>discussing and evaluating how authors use language, including figurative language, considering the impact on the reader</p> <p>predicting what might happen from details stated and implied using clear evidence and justification</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>motives from their actions, and justifying inferences with evidence from a text through notation</p> <p>providing reasoned justifications for my views and explain these in a variety of ways</p> <p>identifying how language, structure and presentation contribute to meaning providing examples where needed</p> <p>discussing and evaluating how authors use language, including figurative language, considering the impact on the reader, and providing clear examples</p> <p>predicting what might happen from details stated and implied using clear evidence and justification within written answers</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>
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