

Reading knowledge & skills progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Word Reading</u> Phase 4– 5 (More complex digraphs and trigraphs). Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs	<u>Word Reading</u> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above	<u>Word Reading</u> Apply their growing knowledge of root words (etymology and morphology) both to read aloud and to understand the meaning of new words they meet from the Year 3 spelling list <u>Words link with Spelling Shed</u> prefixes e.g., dis-, mis-, re-, un- suffixes e.g. -ation, -sure, -ture, -ing, -er, ed, -ly, -al, -le Words with the 'ei' sound spelt 'ei', 'eigh' or 'ey' Homophones Read further exception words, noting the unusual correspondence s between spelling and sound, and where these occur in the word.	<u>Word Reading</u> Apply their growing knowledge of root words (etymology and morphology) both to read aloud and to understand the meaning of new words they meet from the Year 4 spelling list <u>Words link with spelling Shed</u> prefixes e.g., sub-, inter-, in-, il-, im-, -ir-, suffixes e.g., -ly, -ily, -lly, -sion,, -ation, -cian, -ssion, -ous, -ious, -eous, -tion Words with sounds spelt 'ch' e.g. chef Words with the 'ei' sound spelt 'ei', 'eigh' or 'ey' Homophones and near homophones Read further exception words, noting the unusual correspondence s between spelling and sound, and where these occur in the word.	<u>Word Reading</u> Apply their growing knowledge of root words, prefixes Read aloud and to understand the meaning of new words that they meet from the Yr 5 spelling list. <u>Words link with spelling Shed</u> prefixes e.g. anti-, auto- suffixes e.g., -ant, -ance, -ancy, -ent, -ence, -able, -ible, -ably, ibly, -tious, -ious, -cious, -cial, -able, -fer Words with the /i:/ sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters	<u>Word Reading</u> Apply their growing knowledge of root words, prefixes and suffixes Read aloud and to understand the meaning of new words that they meet from the Yr 6 spelling list. <u>Words link with Spelling Shed</u> prefixes e.g., over-, dis-, un-, over- im-, acc suffixes e.g., -tial, -fer, -ful
	Develop pleasure in reading, motivation to	Develop pleasure in reading, motivation to	Develop positive attitudes to reading and	Develop positive attitudes to reading and	Maintain positive attitudes to reading and	Maintain positive attitudes to reading and

	read, vocabulary and understanding by: -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 -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 -learning to appreciate rhymes and poems, and to recite some by heart -discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and	read, vocabulary and understanding by: -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 -discussing the sequence of events in books and how items of information are related -becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -being introduced to non-fiction books that are structured in different ways -recognising simple recurring literary language in stories and poetry -discussing and clarifying the meanings of words, linking new meanings to known vocabulary -discussing their favourite words and phrases	understanding of what they read by: -listening to and discussing a wide range of fiction, poetry, plays, non-fiction. -reading books that are structured in different ways -increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally -identifying themes in books - preparing poems and play scripts to read aloud and to perform, -discussing words and phrases that capture the reader's interest and imagination Understand what they read, in books they can read independently, by: -checking that the text makes sense to them, discussing their understanding and	understanding of what they read by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading for a range of purposes -using dictionaries to check the meaning of words that they have read -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 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -discussing words and phrases that capture the reader's interest and imagination -recognising some different forms of poetry	understanding of what they read by: -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -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 -recommending books that they have read to their peers, giving reasons for their choices -identifying and discussing themes and conventions in and across a wide range of writing -making comparisons within and across books -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	understanding of what they read by: -reading books that are structured in different ways and reading for a range of purposes -increasing their familiarity with a wide range of books, including 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 -making comparisons within and across books -learning a wider range of poetry by heart Understand what they read by: -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied
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	fluently and those they listen to by: -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -discussing the significance of the title and events -making inferences on the basis of what is being said and done -predicting what might happen on the basis of what has been read so far 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.	-continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -making inferences on the basis of what is being said and done -answering and asking questions -predicting what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works that are read to them and those that they can read for	explaining the meaning of words in context -asking questions to improve their understanding of a text -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -identifying main ideas drawn from more than one paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning including paragraphs, headings, sub-headings, inverted commas to speech. Retrieve and record information from non-fiction	e,g, Free verse or narrative Understand what they read, in books they can read independently, by: -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 with increasing complexity -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -identifying main ideas drawn from more than one paragraph and summarise -identifying how language, structure, and presentation contribute to meaning including paragraphs, use of	Understand what they read by: -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 of complex texts -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction	-summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustrations -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 Retrieve, record and present information from non-fiction 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 Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and
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		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.		pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. Retrieve and record information from non-fiction 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.	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	using notes where necessary Provide reasoned justifications for their views.
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