

## Progression of Skills and Knowledge in Reading



# *Reading*

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We use the “Little Wandle” approved scheme for phonics – see separate document

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading						
<p>(Word Reading) Say a sound for each letter in the alphabet and at least 10 digraphs</p> <ul style="list-style-type: none"> <li>Read words consistent with their phonic knowledge by sound-blending</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p>Apply phonic knowledge to decode</p> <p>Respond with correct sound to graphemes for all 40+ phonemes</p> <p>Blend sounds in unfamiliar words containing GPCs already taught</p> <p>Read common exception words</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</p> <p>Read words with contractions and understand role of apostrophe</p> <p>Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency (Y1 and Y2)</p>	<p>Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far</p> <p>Sound out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Read words containing common suffixes</p> <p>Read further common exception words</p>	<p>Apply growing knowledge of root words, prefixes and Suffixes (etymology and morphology) to read aloud and understand new words</p> <p>Read further exception words</p> <p>Note unusual correspondence between spelling and sound and where these occur in the word</p> <p>Identify word families based on common root words</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p>Read further exception words</p> <p>Note unusual correspondence between spelling and sound and where these occur in the word</p> <p>Identify further word families based on common root words</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p>



# Progression of Skills and Knowledge in Reading

EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension						
<p>(Listening, attention and understanding) Listen attentively and respond to what they hear with relevant questions, comments and actions</p> <p>- Make comments about what they have heard and ask questions to clarify their understanding</p> <p>(Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>(Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>- Anticipate, where appropriate, key events in stories</p> <p>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>(Being Imaginative and Expressive) Invent, adapt and recount narratives and stories with peers and their teacher</p>	<p>Listen to a wide range of challenging stories, poems and non-fiction</p> <p>Discuss these and make links to own experiences drawing on what they know</p> <p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Join in with predictable phrases</p> <p>Recite some poems/rhymes by heart</p> <p>Discuss meanings of new words/vocab provided</p> <p>Self-check to make sure text makes sense and correct inaccurate reading</p> <p>Discuss significance of titles/events</p> <p>Make predictions based on what has been read so far</p> <p>Make inferences on the basis of what is being said and done</p> <p>Take turns to explain clearly their understanding of what is read to them</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Discuss sequence of events in books</p> <p>Discuss and express views about a wide range of texts at a level beyond that at which they can read independently</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Discuss favourite words and phrases</p> <p>Continue to learn/present poems by heart</p> <p>Self-check to make sure text makes sense and corrects</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Make inferences on the basis of what is being said and done</p> <p>Ask and answer questions</p> <p>Retrieve and record information from non-fiction books that are presented in different ways</p> <p>Participate in discussions about texts, explaining their understanding</p> <p>Draw on what they already knows or on background information and vocabulary provided by the teacher</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Listen to a range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories</p> <p>Retell some stories orally</p> <p>Read books that are structured in different ways</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Identify themes and conventions</p> <p>Perform poems/playscripts for audience (starting to use appropriate intonation, tone, volume and action)</p> <p>Recognise different forms of poetry</p> <p>Begin to discuss words and phrases that capture the reader's interest</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Check that the text makes sense to them and ask questions to improve understanding of text</p> <p>Predict what might happen from details stated and implied</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Identify main ideas across paragraphs and summarise these</p> <p>Retrieve and record information from non-fiction</p>	<p>Listen to a wide range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories</p> <p>Confidently retell some stories orally</p> <p>Read books that are structured in different ways for a range of purposes</p> <p>Use dictionaries to check meanings</p> <p>Identify themes and conventions and summarise these accurately and concisely</p> <p>Perform poems/playscripts for audience (using appropriate intonation, tone, volume and action)</p> <p>Recognise and name different forms of poetry</p> <p>Discuss words and phrases that capture the reader's interest</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Ask relevant questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Makes reasoned predictions of what might happen clearly derived from details both stated and implied</p> <p>Identify main ideas across paragraphs and summarise these</p> <p>Independently retrieve and record information from non-fiction</p>	<p>Read/discuss an increasingly wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Read books that are structured in different ways for a range of purposes</p> <p>Increase familiarity with wide range of traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers, giving reasons for their choices</p> <p>Identify and discuss themes and conventions. Comments identify similarities and differences between texts</p> <p>Make comparisons within and across books, commenting on similarities and differences between texts</p> <p>Learn a wider range of poetry by heart</p> <p>Perform poems/playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p> <p>Checking that the book makes sense to them, discuss and explore meanings of words in context</p> <p>Ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise main ideas identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' use of figurative language</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information from non-fiction books</p> <p>Discuss books, building on others ideas and begin to challenge others' opinions</p> <p>Explain their understanding through discussions, formal presentations and debates</p>	<p>Continue to read/discuss an increasingly wide range of challenging texts</p> <p>Read a wide variety of books that are structured in different ways for a range of purposes</p> <p>Increase familiarity with wide range of traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers, explaining their reasoning through explicit explanation developed by close reference to the text</p> <p>Identify and discuss themes/conventions in and across a wide range of writing with identification of viewpoint developed through close reference to the text</p> <p>Perform poems/playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p> <p>Checking that the book makes sense to them, discuss and explore meanings of words in context</p> <p>Ask relevant and pertinent questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' use of figurative language and consider effect on the reader</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information effectively from non-fiction books</p> <p>Discuss books and courteously challenge others' opinions, providing reasoned justifications for their views</p> <p>Explain their understanding through detailed discussions, formal presentations and debates</p>