



Progression in Reading

Key Knowledge Seams <i>(These are the themes of knowledge that are returned to each year and build upon what has gone before)</i>	Key Skills <i>(These are any skills that children will develop – they are what they will do with the knowledge they have gained)</i>	Foundation	Year 1	Year 2	Years 3 and 4	Year 5 and 6
Word Reading	Decoding Segmenting and blending Phonological knowledge Awareness of syntax	ELG – Word Reading <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> - apply phonic knowledge to decode words - speedily read all 40+ letters/groups for 40+ phonemes - read accurately by blending taught GPC - Read: <ul style="list-style-type: none"> - common exception words - common suffixes (-s, -es, -ing, -ed, etc.) - multisyllable words containing taught GPCs - contractions and understanding use of apostrophe - read aloud phonically-decodable texts" 	<ul style="list-style-type: none"> - secure phonic decoding until reading is fluent - read accurately by blending, including alternative sounds for graphemes - read multisyllable words containing these graphemes - read common suffixes - read exception words, noting unusual correspondences - read most words quickly & accurately without overt sounding and blending - " 	<ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Comprehension and discussing texts	Reading for meaning Retrieval Inference Deduction Prediction Authorial intent Word meaning	ELG - Comprehension <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; ELG – Past and Present <ul style="list-style-type: none"> - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> - Draw on what they already know or on background information and vocabulary provided by the teacher - Check that the text makes sense to them as they read and correct inaccurate reading. - listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - Explain clearly their understanding of what is read to them. - Predict what might happen on the basis of what had been read so far. - Discussing word meaning, linking new meaning to those already known. 	<ul style="list-style-type: none"> - Participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say. - Discuss sequence of events in books and how items of information are related. - Draw on what they already know or on background information and vocabulary provided by the teacher. - Check that the text makes sense to them as they read and correcting inaccurate reading. - listen to, discuss and express 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 - Predict what might happen based on what has been read so far. - Discuss and clarifying the meanings of words, linking new meanings to known vocabulary, 	<ul style="list-style-type: none"> - Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Ask questions to improve their understanding of a text. - Identify the main ideas drawn from more than one paragraph and summarising these. - Predict what might happen from details stated and implied - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Discuss words and phrases that capture the reader's interest and imagination - Identify how language, structure and presentation contribute to meaning. - Make recommendations about books giving reasons for their choices. - Participate in discussions about books, building on their own and others' ideas and challenging views courteously. 	<ul style="list-style-type: none"> - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Ask questions to improve their understanding. - Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. - Predict what might happen from details stated or implied. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Identify how language, structure and presentation contribute to meaning. - Discuss and evaluate how authors use language, including figurative language,

				<ul style="list-style-type: none"> - Discuss their favourite words and phrases 	<ul style="list-style-type: none"> - Explain and discuss their understanding of what they have read, including formal presentations and debates. Provide reasoned justification for their views. - Use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> - considering the impact on the reader.
<p>Range of Reading and familiarity with texts</p> <p>Non-fiction</p> <p>Fiction</p> <p>Poetry</p>	<p>Recognising features, organisation and layout of different text types</p>	<p>ELG - Comprehension</p> <ul style="list-style-type: none"> - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> - Listen to and discussing a wider 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. - Become very familiar with key stories, fairy stories, and traditional tales, retelling them and considering their particular characteristics - Recognise and joining in with predictable phrases 	<ul style="list-style-type: none"> - Listen to, discussing and expressing views about a wide range of fiction and non-fiction a level beyond which they can read themselves. - Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. - Recognise simple recurring literary language in stories and poetry. - Being introduced to non-fiction books that are structured in different ways. 	<ul style="list-style-type: none"> - listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and reading for a range of purposes" - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. - Identify themes and conventions in a wide range of books. - Retrieve and record information from non-fiction books. 	<ul style="list-style-type: none"> - continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - read books that are structured in different ways and reading for a range of purposes - make comparisons within and across books - Increase= familiarity with a wider range of books, including myths, legends and traditional stories modern fiction, fiction from our literary heritage and conventions in and across a wide range of writing. - Distinguish between statements of fact and opinion. - Retrieve, record and present information from non-fiction texts
<p>Poetry and performance</p>	<p>Performing to others</p> <p>Speaking clearly and audibly, showing an understanding of the meaning of the text.</p>	<p>ELG – Speaking</p> <ul style="list-style-type: none"> - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; <p>ELG – Creating with materials</p> <ul style="list-style-type: none"> - Make use of props and materials when role playing characters in narratives and stories. <p>-</p> <p>ELG – Being imaginative and Expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; 	<ul style="list-style-type: none"> - Learn to appreciate rhymes and poems and to recite some by heart. - Read aloud simple stories 	<ul style="list-style-type: none"> - Continue to build up a repertoire of poems learnt by heart, appreciating and reciting some with appropriate intonation to make meaning clear. 	<ul style="list-style-type: none"> - Prepare poem and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action. - Recognise some different forms of poetry 	<ul style="list-style-type: none"> - Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.