



## Knowledge and Skills Progression

Subject area: **Reading**

Knowledge and Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding</b>	<p><b>Literacy – Word Reading ELG:</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <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>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>Read words containing taught GPCs.</p> <p>Read words containing -s, -es, -ing, -ed and -est endings.</p> <p>Read words with contractions, e.g.</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 accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Accurately read most words of two or more syllables.</p> <p>Read most words containing common suffixes (-ed, -ing, -er, -est,</p>	<p>Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ -ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently</p>	<p>Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/ word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	I'm, I'll and we'll.	-y, -er, -ment, -ful, -ness, -less, -ly)	cian, to begin to read aloud.			
<b>Common Exception Words</b>	Read a few common exception words matched to the school's phonic programme.	Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	Read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Begin to read Y3 and Y4 exception words.	Read all Y3 and Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	Read most Y5 and Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	Read all Y5 and Y6 exception words, discussing the unusual correspondences between spelling and these occur in the word.
<b>Fluency</b>	<p><b>Communication and Language - Speaking ELG:</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations</li> </ul>	<p>Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>Re-read texts to build up fluency</p>	Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. However all children will still be encouraged to read widely, both independently and to an adult to continue to monitor fluency. Identified children will receive extra support in all areas of word reading as required.			

	<p>for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>and confidence in word reading.</p> <p>Develop some fluency and expression, pausing at full stops.</p>	<p>Re-read these books to build up fluency and confidence in word reading.</p> <p>Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in ageappropriate texts.</p>	
<p><b>Understanding and correcting</b></p>	<p><b>Communication and Language -</b></p>	<p>Be encouraged to link what they</p>	<p>Discuss the sequence of events</p>	<p>Ask questions to improve their understanding of a text.</p>

<p><i>inaccuracies</i></p>	<p><b><u>Listening, Attention and Understanding</u></b>  <b>ELG:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b><u>Literacy - Comprehension</u></b>  <b>ELG:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about</li> </ul>	<p>read or hear read to their own experiences.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>in books and how items of information are related.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Make links between a current book and those already read.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	
----------------------------	---	--	---	--

	<p>stories, nonfiction, rhymes and poems and during role play. Listen to and talk about stories to build familiarity and understanding.</p>				
<p><b>Reading for Pleasure</b></p> <p><b>Discussing Reading</b></p>	<p>Engage in story times.</p>	<p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>Link what they have read or have read to them to their own experiences.</p> <p>Participate in discussion about what is read to them by taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves by taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Make links between the text they are reading and other texts they have read (in texts that they can read</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.</p> <p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Recognise more complex themes in what they read (such as loss or heroism).</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p> <p>Compare characters, settings and themes within a text and across more than one text.</p>

<p><b>Retrieval</b></p>	<p><b>Literacy – Comprehension</b>  <b>ELG:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Listen to and talk about stories to build familiarity and understanding.</li> </ul> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Discuss characters' appearance, behaviour and the events that happen to them, using details from the text.</p> <p>Find specific information in simple texts they've read or that have been read to them about an event, character or topic.</p>	<p>independently)</p> <p>Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction.</p> <p>Give reasons why things happen where this is directly explained in the text.</p> <p>Locate information using contents, subheadings, page numbers etc.</p>	<p>Locate, retrieve and collect information from texts about significant elements or aspects; characters, events, topics.</p> <p>Take information from diagrams, flow charts and forms where it is presented graphically.</p>	<p>Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.</p> <p>Take information from diagrams, flow charts and forms where it is presented graphically.</p>	<p>Establish what is known about characters, events and ideas in both narrative and non-fiction, retrieving details and examples from the text to support their understanding or argument.</p> <p>Locate information confidently and efficiently, using the full range of features of the information text being read.</p>	<p>Use evidence from across a text to explain events or ideas.</p> <p>Identify similarities and differences between characters, places, events, objects and ideas in texts.</p> <p>Retrieve information from texts and evaluate its reliability and usefulness.</p>
-------------------------	--	--	--	---	---	--	---

<b>Inference</b>		Discuss the significance of the title and events make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done answer and ask questions.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence.			
				Make inferences about characters from what they say and do, focusing on important moments in a text.	Understand how what a character says or does impacts on other characters, or on events described in the narrative.  Infer characters' feelings in fiction.	Deduce the reasons for the way that characters behave from scenes across a short story.	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.
<b>Prediction</b>	Anticipate (where appropriate) key events in stories.	Predict what might happen on the basis of what has been read so far.  Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.	Predict what might happen on the basis of what has been read so far.  Make predictions prior to reading based upon the title, cover and skim reading of illustrations.	Predict what might happen from details stated and implied.			
				Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings.  Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded.  Make predictions drawing on knowledge from other texts or background topic knowledge.	Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing.  Use information about characters to make plausible predictions about their actions, identifying evidence in the text.  Make predictions drawing on knowledge from	Make predictions about characters and anticipate events, based upon their own experience, what has been read so far and knowledge of other similar texts – identifying a range of evidence within and beyond the text to support opinion.  Discuss the plausibility of their predictions and categorise them as likely / unlikely based on prior reading.	Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres, knowledge of the world and from reading other similar texts.  Make predictions using evidence stated and implied.  Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off

					other texts.		the mark.
<b>Summarise</b>	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Identify and discuss the setting and names of characters in a story.	Retell a story giving the main events.  Retell some important information they've found out from a text.  Draw together information from across a number of sentences to sum up what is known about a character, event or idea. Choose from given ideas.	Retell main points of a story in sequence.  Identify a few key points from across a non-fiction passage.	Summarise a sentence or paragraphs by identifying the most important elements.  Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.	Make regular, brief summaries of what they've read, identifying the key points.  Summarise a substantial section of text or short story.  Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.	Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas in light of what they've just read.  Summarise 'evidence' from across a text to explain events or ideas.  Summarise their current understanding about a text at regular intervals.
<b>Non-fiction (structure and organisation)</b>	Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read	be introduced to non-fiction books that are structured in different ways.	Retrieve and record information from non - fiction texts using contents and glossary to locate it.	Use all of the organisational devices available within a non - fiction text to retrieve, record and discuss	Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non -	Retrieve, record and present information from non -fiction texts.  Use non - fiction materials for

	familiarity with new knowledge and vocabulary.	independently.			information.	fiction texts. Distinguish between fact and opinion.	purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).  Recognise bias, fact and opinion.
<b>Poetry</b>	Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.	Learn to appreciate rhymes and poems, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart.  Identify and discuss patterns of rhythm, rhyme and other features which influence the sound of a poem.	Recognise some different forms of poetry.  Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.	Identify different patterns of rhyme and verse in poetry; choruses, rhyming couplets, alternate line rhymes.	Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.	Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.
<b>Developing vocabulary</b>	Use and understand recently introduced vocabulary during	Discuss word meanings and link new meanings to words already	Discuss and clarify the meanings of words and link new meanings to	Use dictionaries to check the meaning of words that they have read.  Investigate the meaning of technical or	Use dictionaries and glossaries confidently and efficiently in order to locate information about words met in reading.		

	discussions about stories, nonfiction, rhymes and poems and during role play.	known.	known vocabulary.  Discuss their favourite words and phrases.	subject specific words they meet in their reading.	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts and how it can be used outside science.  Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries
<b>Authorial intent</b>				Discuss words and phrases that capture the reader's interest and imagination.  Identify how language, structure, and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.