

PROGRESSIONS OF SKILLS AND KNOWLEDGE ENGLISH - READING

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Phonics & Decoding</u>	<ul style="list-style-type: none"> • Continues a rhyming string. • Hear and say the initial sound in words. • Segments the sounds in simple words and blends them together and know which letter represents some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses phonic knowledge to decode regular words and read them aloud accurately. 	<ul style="list-style-type: none"> • Applies phonic knowledge and skills as the route to decode words. • Blends sounds in unfamiliar words using the GPCs that they have been taught. • Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes. • Reads words by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Reads words containing taught GPCs and suffixes: –s, –es, –ing, –ed, –er and –est endings • Reads words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> • Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Reads words with contractions and understand that the apostrophe represents the omitted letter(s) • Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Accurately reads most words of two or more syllables. • Reads most words containing common suffixes.* 	<ul style="list-style-type: none"> • Uses their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). •Applies 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. * •Toapply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. 	<ul style="list-style-type: none"> • Reads most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. •Applies their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* 	<ul style="list-style-type: none"> • Reads most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Applies 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.* 	<ul style="list-style-type: none"> • Reads fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and decodes any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues
<u>Common Exception words</u>	<ul style="list-style-type: none"> • Reads some common irregular words. 	<ul style="list-style-type: none"> • Reads Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> • Reads most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> • Begins to read Y3/Y4 exception words.* 	<ul style="list-style-type: none"> • Reads all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. 	<ul style="list-style-type: none"> • Reads most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> • Reads all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

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<p><u>Fluency</u></p>	<ul style="list-style-type: none"> • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks and handles books independently (holds books the correct way up and turns pages). • Ascribes meanings to marks that they see in different places. • Begins to break the flow of speech into words. • Begins to read words and simple sentences. • Reads and understand simple sentences. 	<ul style="list-style-type: none"> • Accurately reads texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • Rereads texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Reads aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • Rereads books to build up fluency and confidence in word reading. • Reads words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<ul style="list-style-type: none"> • 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. 			
<p><u>Understanding and Correcting Inaccuracies</u></p>	<ul style="list-style-type: none"> • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Understands humour, e.g. nonsense rhymes, jokes 	<ul style="list-style-type: none"> • Checks that a text makes sense to them as they read and begins to self- correct. 	<ul style="list-style-type: none"> • Shows understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read and corrects inaccurate reading. 				
<p><u>Comparing, Contrasting and Commenting</u></p>	<ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Anticipates key events and phrases in rhymes and stories. • Begins to be aware of the way stories are structured. • Describes main story settings, events and principal characters. • Enjoys an increasing range of books. • Follows a story without pictures or props. 	<ul style="list-style-type: none"> • Listens to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • Links what they have read or have read to them to their own experiences. • Retells familiar stories in increasing detail. • Joins in with discussions about a text, taking turns and 	<ul style="list-style-type: none"> • Participates in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. • Becoming increasingly familiar with and to retell a wide range of stories, 	<ul style="list-style-type: none"> • Recognises, listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Uses appropriate terminology when discussing texts (plot, character, setting). 	<p>Discusses and compares texts from a wide variety of genres and writers.</p> <ul style="list-style-type: none"> • Reads for a range of purposes. • Identifies themes and conventions in a wide range of books. • Refers to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of 	<ul style="list-style-type: none"> • Reads a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. • Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and 	<ul style="list-style-type: none"> • Reads 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. • Recognises more complex themes in what they read (such as loss or heroism). • Explains and

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	<ul style="list-style-type: none"> • Listens to stories, accurately anticipates key events and responds to what they hear with relevant comments, questions or actions. • Demonstrates understanding when talking with others about what they have read. 	<p>listening to what others say.</p> <ul style="list-style-type: none"> • Discusses the significance of titles and events. 	<p>fairy stories and traditional tales.</p> <ul style="list-style-type: none"> • Discusses the sequence of events in books and how items of information are related. • Recognises simple recurring literary language in stories and poetry. • Asks and answers questions about a text. • Makes links between the text they are reading and other texts they have read (in texts that they can read independently). 		<p>presentational devices such as numbering and headings).</p> <p>Identifies how language, structure and presentation contribute to meaning.</p> <ul style="list-style-type: none"> • Identifies main ideas drawn from more than one paragraph and summarises these. 	<p>challenging views courteously.</p> <ul style="list-style-type: none"> • Identifies main ideas drawn from more than one paragraph and to summarises these. Recommends texts to peers based on personal choice. 	<p>discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <ul style="list-style-type: none"> • Listens to guidance and feedback on the quality of their explanations and contributions to discussions and to makes improvements when participating in discussions. • Draws out key information and summarises the main ideas in a text. • Distinguishes independently between statements of fact and opinion, providing reasoned justifications for their views. • Compares characters, settings and themes within a text and across more than one text.
<p><u>Words in Context and Authorial Choice</u></p>	<ul style="list-style-type: none"> • Building up vocabulary that reflects the breadth of their experiences. • Extending vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> • Discusses word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> • Discusses and clarifies the meanings of words, linking new meanings to known vocabulary. • Discusses their favourite words and phrases. 	<ul style="list-style-type: none"> • Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Discusses authors' choice of words and phrases for effect 	<ul style="list-style-type: none"> • Discusses vocabulary used to capture readers' interest and imagination. 	<ul style="list-style-type: none"> • Discusses vocabulary used by the author to create effect including figurative language. • Evaluates the use of authors' language and explains how it has created an impact on the reader. 	<ul style="list-style-type: none"> • Analyses and evaluates the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect

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<p><u>Inference and Prediction</u></p>	<ul style="list-style-type: none"> • Suggests how a story might end. • Begins to understand 'why' and 'how' questions. • Answers 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> • Begins to make simple inferences. • Predicts what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> • Makes inferences on the basis of what is being said and done. • Predicts what might happen on the basis of what has been read so far in a text. 	<ul style="list-style-type: none"> • Ask and answers questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • Justifies predictions using evidence from the text. 	<ul style="list-style-type: none"> • Draws inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. • Justifies predictions from details stated and implied. 	<ul style="list-style-type: none"> • Draws inferences from characters' feelings, thoughts and motives. • Makes predictions based on details stated and implied, justifying them in detail with evidence from the text. 	<ul style="list-style-type: none"> • Considers different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). • Discusses how characters change and develop through texts by drawing inferences based on indirect clues
<p><u>Poetry and Performance</u></p>	<ul style="list-style-type: none"> • Listens to and join in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains in rhymes and stories. • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Develops preference for forms of expression. Plays cooperatively as part of a group to develop and act out a narrative. • Expresses themselves effectively, showing awareness of listeners' needs. 	<ul style="list-style-type: none"> • Recites simple poems by heart. 	<ul style="list-style-type: none"> • Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Prepares and performs poems and play scripts that show some awareness of the audience when reading aloud. • Begins to use appropriate intonation and volume when reading aloud. 	<ul style="list-style-type: none"> • Recognises and discusses some different forms of poetry (e.g. free verse or narrative poetry). • Prepares and performs poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. 	<ul style="list-style-type: none"> • Continually shows an awareness of audience when reading out loud using intonation, tone, volume and action. 	<ul style="list-style-type: none"> • Confidently performs texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect
<p><u>Non-Fiction</u></p>	<ul style="list-style-type: none"> • Knows that information can be relayed in the form of print. • Knows that information can be retrieved from books and computers 		<ul style="list-style-type: none"> • Recognises that non-fiction books are often structured in different ways. 	<ul style="list-style-type: none"> • Retrieves and records information from non-fiction texts. 	<ul style="list-style-type: none"> • Uses all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. • Uses dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> • Uses knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 	<ul style="list-style-type: none"> • Retrieves, records and presents information from non-fiction texts. • Uses non-fiction materials for purposeful information retrieval (e.g. in textbooks) and in contexts where they 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)

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