





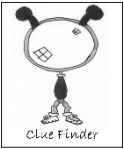


Reading Knowledge Progression

Key Stage 1

		EYFS	Year 1	Year 2
Word reading			<p>Match all 40+ graphemes to their phonemes (Phase 3)</p> <p>Blend sounds in unfamiliar words</p> <ul style="list-style-type: none"> · Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset · Read compound words, for example, football, playground, farmyard, bedroom · Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) · Read phonically decodable texts with confidence · Read words containing 's, es, ing, ed, er, est' endings · Read words which have the 	<ul style="list-style-type: none"> • Decode automatically and fluently • Read accurately by blending the sounds in words that contain the graphemes taught • Recognise and read alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same GPCs • Read words containing common suffixes • Read and notice unusual correspondence between grapheme and phoneme • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Read books fluently and confidently

				<p>prefix –un added</p> <ul style="list-style-type: none"> · Add the endings –ing, –ed and –er to verbs where no change is needed to the root word • · Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence) · Check that the text makes sense to them as they read and correct miscues 	
<p>Reading Comprehension</p>	 <p>Word Detective</p>	<p>Draw on Knowledge of vocabulary to understand texts</p>	<p>Show an understanding of common words and familiar, everyday phrases, in a story that is read to/with.</p>	<p>Use prior knowledge, context and vocabulary provided to understand texts</p> <p>With some support, shows an increasing understanding of some familiar and less familiar words and phrases shared in a story.</p>	<p>Use prior knowledge and context and vocabulary explored to understand texts</p> <p>Find a word in a sentence/page that has the same meaning as a given word or simple phrase.</p>
	 <p>Investigator</p>	<p>Identify/explain key aspects of fiction and non-fiction texts, such as characters,</p>	<p>Retrieves information from pictures in a book, in response to a simple question.</p> <p>Say something about who was in a story, what</p>	<p>Explain what they understand about a text by answering ‘how’ and ‘why’ questions</p> <p>Understand and talk about the main characteristics within a known key story</p>	<p>Know and recognise simple recurring literary language in stories and poetry</p> <p>Answer and ask appropriate questions</p>

		events, titles and information	happened and/or where it took place.	Identifies and links two significant events in a story they have read.	Understand simple cause and effect in texts, where the link is clearly stated or suggested. Explains why a character thinks/feels/behaves in a specific way
	 Clue Finder PAST	Make simple inferences from the text	Make simple inferences about a character's feelings to answer "Why do you think?" questions	Begin to draw inferences from the text and/or the illustrations	Draw simple inferences from illustrations, events and characters' actions and speech.
	 Spotter	Identify and explain the sequence of events in texts	Remember 2 or 3 events from a familiar story in the correct order	· Retell key stories orally using narrative language	Discuss the sequence of events in books and how they are related to each other
	 Clue Finder FUTURE	Predict what might happen on the basis of what has been read so far	Suggest how a story might end. Make simple prediction about what might happen next in a book that they are reading or has been read to them.	Make simple and plausible predictions based on the events in the text	Make predictions on the basis of what has been read so far When promoted, justifies the prediction based on what has already happened in the story.



Sharing and expressing			<ul style="list-style-type: none">• Say what they like or dislike about a text• Link what they read or hear to their own experience• Learn some poems and rhymes by heart	<ul style="list-style-type: none">• Talk about and give an opinion on a range of texts• Retell orally some stories, including fairy stories and traditional tales• Talk about favourite words and phrases.• Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
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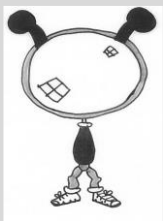




Reading Knowledge Progression



Key Stage 2


		Year 3	Year 4	Year 5	Year 6
Word reading		<ul style="list-style-type: none"> · Know how to apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words · Know how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word · Know how to attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 	<ul style="list-style-type: none"> · Know how to apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words · Know how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word · Know how to attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 	<ul style="list-style-type: none"> · Know how to apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. · Know how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. · Know how to attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. · Know how to re-read 	<ul style="list-style-type: none"> · Know how to apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. · Know how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. · Know how to attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

					and read ahead to check for meaning	· Know how to re-read and read ahead to check for meaning
Reading Comprehension	 <p>Word Detective</p> <p>Word Meaning</p>	<p><i>Give/explain the meaning of words in context</i></p>	<p>Know how to use dictionaries to check the meaning of unfamiliar words</p> <p>Know how to use text before and after the unknown word to make a sensible guess about meaning</p> <p>Know how to use developing knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary</p>	<p>Know how to use dictionaries to check the meaning of unfamiliar words</p> <p>Know how to explain the meaning of words in context</p> <p>Know how to use developing knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary</p>	<p>Know how to use meaning-seeking strategies to explore the meaning of words in context.</p> <p>Know how to use a dictionary independently to check the meaning of unfamiliar words and explain the meaning to someone else.</p>	<p>Know how to use meaning-seeking strategies to explore the meaning of words in context.</p> <p>Know how to use a dictionary independently to check the meaning of unfamiliar words and give alternative words/phrases with a similar meaning</p>
	 <p>Word Detective</p> <p>Word</p>	<p><i>Identify/explain how meaning is enhanced through the choices of words and phrases</i></p>	<p>Know how to recognise interesting vocabulary within a text and explains why this is effective</p> <p>Know how to explain,</p>	<p>Know how to discuss and record words and phrases that writers use to engage and impact on the reader</p> <p>Know how to identify how the writer has used precise word</p>	<p>Know how to use meaning – seeking strategies to explore the meaning of idiomatic and figurative language</p> <p>Know how to identify and comment on writer’s use of language</p>	<p>Know how to identify and comment on writer’s use of language for effect. for example, precisely chosen adjectives, similes and personification.</p>

	Choice		in simple terms, the effect the word has on a reader	choices for effect to impact on the reader	for effect. for example, precisely chosen adjectives, similes and personification. Know how to identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.	Know how to identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader. Know how to use meaning – seeking strategies to explore the meaning of idiomatic and figurative language
		<i>Predict what might happen from the details stated and implied</i>	Know how to make a simple and sensible prediction about what might happen from details stated When prompted, justifies the prediction based on what has happened so far.	Know how to predict what might happen from details stated and deduced information	Know how to make more detailed predictions from what has been read drawing on details to justify the prediction	Know how to make predictions based on details from the character/setting , giving justifications by identifying specific evidence from within the text/
	Clue Finder Prediction		<i>Make inferences from the text/explain</i>	Know how to draw straightforward	Know how to infer meanings and begin to	Know how to draw inferences such as

	<p style="text-align: center;">Clue Finder Inference</p>	<p><i>and justify inferences with evidence from the text</i></p>	<p>inferences such as inferring characters' feelings, thoughts and motives from their actions</p>	<p>justify them with evidence from the text</p>	<p>inferring characters' feelings, thoughts and motives from their actions.</p> <p>Know how to justify inferences with evidence from across the text.</p>	<p>inferring characters' feelings, thoughts and motives from their actions.</p> <p>Know how to justify inferences with specific evidence taken directly from the text and/or based on implied detail</p>
	<div style="text-align: center;">  <p style="text-align: center;">Spotter</p> </div>	<p>Identify and explain the sequence of events in texts</p>	<p>Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts as well as in the main text and use these features to find answers to questions.</p>	<p>Know how to retrieve and record information from non-fiction by using a range of features and choose a simple way in which they could record the information</p>	<p>Know how to identify significant ideas , events and characters and discuss their significance in both fiction and non-fiction</p> <p>Know how to select and sort information from a range of sources</p>	<p>Know how to identify significant ideas , events and characters and discuss their significance in both fiction and non-fiction</p> <p>Know how to select and sort information from a range of sources and summarise in note form</p>

	 <p>Spotter Summary</p>	<p><i>Summarise main ideas from more than one paragraph</i></p>	<p>Know the main idea from a paragraph just read</p>	<p>Know the main ideas and key events from across a range of paragraphs.</p>	<p>Know how to summarise the main ideas and themes drawn from a text</p> <p>Know how to identify at least one key detail which supports their thinking</p> <p>Know how to present an oral overview or summary of a text.</p>	<p>Know how to summarise the main ideas drawn from a text</p> <p>Know how to identify details that support their understanding.</p> <p>Know how to present an oral overview or summary of a text.</p>
	 <p>Thinker</p>	<p><i>Identify/explain how information/narrative content is related and contributes to meaning as a whole</i></p>	<p>Know that non-fiction books are structured in different ways and be able to use them effectively</p> <p>Know that narrative books are structured in different ways, for example, quest stories and stories with dilemmas</p> <p>Know how to identify how structure, and presentation contribute to the meaning of texts</p>	<p>Know which books to select for specific purposes, especially in relation to science, history and geography learning</p> <p>Know and recognise some of the literary conventions in text types covered</p> <p>Know simple themes in books</p> <p>Know how to identify some text type organisational features, for example,</p>	<p>Know how to identify the effect of the context on a text. for example, historical or other cultures.</p> <p>Know how to identify how language, structure and presentation contribute to the meaning of a text.</p> <p>Know how to read non-fiction texts and identify purpose and structures and grammatical features and evaluate how</p>	<p>Know how to identify the effect of the context on a text. for example, historical or other cultures.</p> <p>Know how to identify how language, structure and presentation contribute to the meaning of a text.</p> <p>Know how to read non-fiction texts and identify purpose and structures and grammatical features and evaluate how</p>

				<p>narrative, explanation, persuasion</p> <p>Know why text types are organised in a certain way</p>	<p>effective they are</p>	<p>effective they are</p>
	 <p>Explorer</p>	<p><i>Making comparisons within the text</i></p>			<p>Know how to become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features.</p> <p>Know how to make connections between other similar texts, prior knowledge and experience.</p> <p>Know how to compare different versions of texts and talk about their differences and similarities</p>	<p>Know how to become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features.</p> <p>Know how to make connections between other similar texts, prior knowledge and experience.</p> <p>Know how to compare different versions of texts and talk about their differences and similarities</p>

<p>Sharing and expressing</p>		<p>Know how to experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Know how to discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions</p> <p>Know how to explain and discuss understanding of books, poems and other material, both those read aloud and those read independently</p> <p>Know how to prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Know how to ask questions to improve understanding of a text</p>	<p>Know how to prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Know how to ask questions to improve understanding of a text</p> <p>Know how to begin to build on others' ideas and opinions about a text in discussion</p>	<p>Know poems by heart for example, narrative verse, haiku.</p> <p>Know how to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Know how to express a personal point of view about a text, giving reasons.</p> <p>Know how to listen to and build on others' ideas and opinions about a text</p> <p>Know how to present the author's viewpoint of a text.</p>	<p>Know poems by heart. for example, narrative verse, haiku.</p> <p>Know how to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Know how to express a personal point of view about a text, giving reasons.</p> <p>Know how to listen to and build on others' ideas and opinions about a text</p> <p>Know how to present the author's viewpoint of a text.</p>
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