



## Progression of Key Knowledge and Skills in Reading



Key Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading	<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> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some</p>	<p>Responds speedily with the correct sound to graphemes for all 40+ phonemes.</p> <p>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.</p> <p>Blends sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develops fluency through re-reading books.</p>	<p>Decoding is established and a range of age-appropriate texts are read with consistent accuracy, fluency and confidence, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Decodes using alternative sounds for graphemes words of two or more syllables, words with common suffixes and most common</p>	<p>Usually reads fluently, decoding most new words outside everyday spoken vocabulary.</p> <p>Can read longer words with support and tests out different pronunciations.</p> <p>Reads further exception words, noting the unusual correspondence s between spelling and sound, and where these occur in the word.</p>	<p>Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.</p> <p>Reads further exception words, noting the usual correspondence s between spelling and sound where these occur in the word.</p>	<p>Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology).</p>	<p>Fluently and effortlessly reads a wide range of age appropriate texts. Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology).</p>

	common exception words.	<p>Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Reads words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Reads words with contractions.</p>	<p>exception words, based on what has been taught.</p> <p>Re-reads books to build up fluency and confidence.</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>Reading is seen as a pleasurable activity.</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Reading is seen as a pleasurable activity.</p> <p>Listens to, discusses and expresses views about a wide range of contemporary and classic poetry, stories and non-fiction at a</p>	<p>Reading accurately at speed to allow a focus on understanding rather than decoding individual words.</p> <p>Checks that the text makes sense by questioning unfamiliar words or phrases.</p>	<p>Confidently reading aloud and performing with clear intonation to show understanding.</p> <p>When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases.</p>	Frequently choosing to read for enjoyment both fiction and non-fiction. Recommending books to others based on own reading experiences. Demonstrating appropriate intonation, tone and volume	Frequently choosing to read for enjoyment both fiction and non-fiction. Adapting and demonstrating appropriate intonation, tone and volume when reading aloud, to suit the

<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>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</p>	<p>Becoming very familiar with key stories and being able to retell them.</p> <p>Can recite some simple poems by heart.</p> <p>Discusses word meanings, linking new meanings to those already known.</p> <p>Checking that the text makes sense to them as they read and self-correct.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Making simple inferences.</p> <p>Is able to discuss the significance of titles and events.</p>	<p>level beyond that at which they can read independently .</p> <p>Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.</p> <p>Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understands both the books that they can already read accurately and fluently</p>	<p>Reads aloud and performs, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Using dictionaries to check the meaning of</p>	<p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Beginning to choose from a wider range of books including new authors not previously chosen.</p> <p>Widening the recognition of a variety of genre such as first person writing for diaries and numbering for instructions.</p> <p>Discussing the style and type of vocabulary used by the author to support comprehension of texts.</p> <p>Identifies main ideas drawn</p>	<p>when reading aloud to make the meaning clear to the audience. Demonstrating an increasing familiarity with a wide range of books from different genres. Checking understanding using a range of comprehension strategies, explaining and discussing their understanding of what they have read independently, Understanding the conventions of different types of writing, using some technical terms when discussing texts. In using non-fiction, accurately retrieving</p>	<p>audience. Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice. Learning a wide range of poetry by heart. Exploring the meaning of words, drawing on contextual evidence and being able to explain how language, structure and presentation can contribute to the meaning of a text. Commenting on how language, including</p>
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	<p>group interactions.</p> <p>Understands the difference between fiction and non-fiction.</p> <p>Participates in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>and those that they listen to by participating in discussions about books, poems and other works and explaining and discussing their understanding of these texts.</p> <p>Demonstrates knowledge of non-fiction books that are structured in different ways.</p>	<p>words that they have read.</p> <p>Identifying conventions across familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Drawing simple inferences such as inferring characters' feelings.</p> <p>Retrieving and recording information from non-fiction, using contents pages to locate information.</p>	<p>from more than one paragraph and summarises these.</p> <p>Drawing inferences from characters feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text.</p> <p>Justifying predictions with evidence from the text.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>Uses dictionaries to check the meaning of</p>	<p>information using contents pages and indexes, summarising and recording information found.</p> <p>Recognising themes and making comparisons of characters, settings, themes and other aspects within a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence and making predictions based on these that are stated and implied.</p> <p>Summarising the main ideas drawn from longer texts,</p>	<p>figurative language, is used to contribute to meaning.</p> <p>Asking questions about a text. e.g. context and comparison with other texts.</p> <p>Drawing inference from a wide range of texts (e.g. plays. Novels, biographies), inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Making predictions based on details stated and implied.</p> <p>Distinguishing independently between</p>
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					<p>words they have read.</p> <p>Confidently records and retrieves information from non-fiction using contents and indexes.</p> <p>Recognising an increasing range of different forms of poetry.</p>	<p>identifying key details that support the main idea.</p>	<p>statements of fact and opinion.</p> <p>In non-fiction, retrieving records and presents information to other readers both formally and informally.</p> <p>Identifying key details that support main ideas, précising paragraphs and summarising content drawn from longer texts.</p> <p>Explaining and discussing their understanding of what they have read independently or texts that have been read to the individual. e.g. through formal presentations and debates.</p>
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## Progression of Key Knowledge and Skills in KS3 Reading



	Key Skills	Year 7
Understanding Texts	Active Reading	I can skim and scan the text to find specific details I can switch strategies effectively between skimming, scanning and intensive reading I can apply my knowledge of word derivations and word formation to aid my reading
	Understanding meaning	I can understand some of the meanings in a text I can show a developed understanding of the main meanings in a text I can show a sophisticated understanding of a range of ideas and themes in a text I can show a perceptive understanding of the underlying themes and concepts in a text I can synthesise information from different sources to support perceptive comments
	Using the text	I can make reference to the text I can use textual references to support the comments I make about texts I can use short quotations to support insightful comments about the text I can paraphrase what a passage is saying in my own words to support comments on the text I can use frequent direct and indirect references to support a range of comments
	Summarising texts	I can recognise the key words in a question by underlining or highlighting them I can read a paragraph and highlight relevant information that relates to the focus

		<p>I can highlight the main points in a paragraph and briefly summarise it in the margin</p> <p>I can summarise the main points of a passage in bullet point form</p> <p>I can summarise the main points in a passage by grouping similar ideas to avoid repetition</p> <p>I can summarise the main points in a passage in a concise manner using my own words</p>
	Thoughts and feelings	<p>I can make some valid inferences about the thoughts and feelings expressed in a text</p> <p>I can make consistent inferences about the thoughts and feelings expressed in a text</p> <p>I can make perceptive interpretations about the thoughts and feelings expressed in a text</p>
Language Analysis	Word classes	<p>I can understand the grammatical function of NOUNS (e.g table, London, Tom, France)</p> <p>I can understand the grammatical function of VERBS (e.g sits, jumps, am, are)</p> <p>I can understand the grammatical function of ADJECTIVES (including comparatives/superlatives)</p> <p>I can understand the grammatical function of CONNECTIVES and CONJUNCTIONS</p> <p>I can understand the grammatical function of PRONOUNS (e.g I, he, her, we, they, it, its)</p> <p>I can understand the grammatical function of ADVERBS (e.g slowly, cheerfully, anxiously)</p> <p>I can understand the grammatical function of PREPOSITIONS (e.g by, on, off, under, over)</p> <p>I can understand the grammatical function of ARTICLES (e.g, a, the, an)</p>
	Interesting language	<p>I can select interesting uses of language in a text</p> <p>I can select interesting uses of language in a text that relates to the focus of the reading</p> <p>I can identify specific words and phrases that convey meaning and are related to the focus</p>

		I can identify and analyse the pattern in specific words and phrases
	Figurative language	I can identify the figurative language used in a text I can identify and explain the effect of the figurative language used in a text I can identify and explain the effect of figurative language and relate to the overall meaning
	Imagery	I can identify the images used in a text I can identify and explain the effect of the images used in a text I can identify and explain the effect of images in a text by relating them to the overall meaning
	Writer's intention	I can explain/justify the PURPOSE behind the author's structural choices I can demonstrate the EFFECT that the author's structural choices have on the text/reader I can comment insightfully on the author's use of techniques (personification, assonance etc) I can clearly explain the EFFECT author's techniques have created & link to overall meaning
Comparison and Links	Linking	I can link the meanings presented in different texts I can compare the main meanings expressed in different texts I can evaluate the meanings presented in different texts through comparison I can critically evaluate texts I have read by relating them to other texts from my wider reading
	Analysing characters	I can identify different characters' points of view I can empathise with different characters' points of view I can use clues from action, dialogue and description to make inferences about characters I can compare and contrast different characters' motivations and personality traits