

READING Core Knowledge Progression



**EUXTON
PRIMROSE HILL**
Primary School
"Together we will make a difference."

	Word Reading	Developing Pleasure for Reading & Discussion	Understanding of books/texts	Authorial intent Recording of information
EYFS	<ul style="list-style-type: none"> I can say a sound for each letter in the alphabet and at least 10 digraphs I read words consistent with their phonic knowledge by sound-blending I read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. 		<ul style="list-style-type: none"> I demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary I anticipate – where appropriate – key events in stories I use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	
Year 1	<p>As above and:</p> <ul style="list-style-type: none"> I can read aloud books closely matched to my improving phonics knowledge. I can apply phonic knowledge and skills as the route to decode words I respond speedily with the correct sound to grapheme for the 44 phonemes I can recognise and use the different ways of pronouncing the same grapheme I can read accurately by blending sounds in familiar words 	<p>As above and:</p> <ul style="list-style-type: none"> I make personal reading choices and explain reasons for choices I listen to the views of others 	<p>As above and:</p> <ul style="list-style-type: none"> I check that texts make sense while reading and self-correct I demonstrate understanding of texts by answering questions related to who, what, where, when, why, how I identify and discuss the main events in stories I identify and discuss the main characters in stories I can recall specific information in fiction and non-fiction texts 	
Year 2	<p>As above and:</p> <ul style="list-style-type: none"> I can read aloud books closely matched to my improving phonics knowledge, sounding out words accurately, automatically and without undue hesitation I read frequently encountered words quickly and accurately without overt sounding and blending I read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes I read accurately words of two or more syllables that contain alternative sounds for grapheme. 	<p>As above and:</p> <ul style="list-style-type: none"> I can sequence and discuss the main events in stories and recounts I listen and respond to contributions from others 	<p>As above and:</p> <ul style="list-style-type: none"> I demonstrate understanding of fiction and nonfiction by asking and answering who, what, where, when, why, how questions I make inferences about characters and event using evidence from the text I make prediction based on what has been read so far 	

Year 3	<p>As above and:</p> <ul style="list-style-type: none"> • I read books at an age appropriate interest level • I use prefixes and suffixes consistently to understand meaning 	<p>As above and:</p> <ul style="list-style-type: none"> • I can orally retell a range of stories, including less familiar fairy stories, fables and folk tales – identify themes 	<p>As above and:</p> <ul style="list-style-type: none"> • I use intonation tone and volume when reading aloud • I take note of punctuation when reading aloud • I can raise questions during the reading process to deepen understanding • I draw inferences around characters thoughts, feelings and actions • I justify responses to the texts using APE (Answer it / Prove it / Explain it) 	<p>As above and:</p> <ul style="list-style-type: none"> • I prepare for research by identifying what is already known about the subject and key questions to structure the task
Year 4	<p>As above and:</p> <ul style="list-style-type: none"> • I use knowledge of root words to understand meaning in words • I read and understand words from the Y3/4 NC Word List 	<p>As above and:</p> <ul style="list-style-type: none"> • I can orally retell and range of stories including myths and legends 	<p>As above and:</p> <ul style="list-style-type: none"> • I can explain the meaning of key vocabulary within the context of the text • I use punctuation to determine intonation and expression when reading aloud to a range of audiences 	<p>As above and:</p> <ul style="list-style-type: none"> • I navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen • I scan for dates, numbers and names
Year 5	<p>As above and:</p> <ul style="list-style-type: none"> • I read and understand words from the Y5/6 NC Word List 	<p>As above and:</p> <ul style="list-style-type: none"> • Through discussion – I demonstrate understanding of texts read • I can infer characters' feelings, thoughts and motives from their actions – justify inferences with evidence • I justify opinions and elaborate by referring to multiple examples within texts – APE • I participate in debates on an issue related to reading (fiction & non-fiction) 		<p>As above and:</p> <ul style="list-style-type: none"> • I explore, recognise and use the term metaphor, simile, imagery
Year 6	<p>As above and:</p> <ul style="list-style-type: none"> • I read and understand words from the Y5/6 NC Word List 	<p>As above and:</p> <ul style="list-style-type: none"> • I can explain and elaborate on the meaning of new vocabulary within the context of the text • I use active reading strategies – challenging peers with questions, justifying opinions, responding to different viewpoints • I provide reasoned justifications for my views • I use combination of skimming, scanning and close reading across a text to locate specific detail 		<p>As above and:</p> <ul style="list-style-type: none"> • I explain the effect on the reader of author's choice of language and reasons why the author may have selected these words, phrases and techniques