KNOWLEDGE PROGRESSION OVERVIEW - READING

Features
In Key Stage 1 and Key Stage 2, the knowledge progression takes full account of the National Curriculum's strands of: • Word Reading • Comprehension

National Curriculum Subject Content		
Strand	Word Reading	Comprehension
KS1 Year 1	• apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately 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 • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading	• develop pleasure in reading, motivation to read, vocabulary and understanding by: o listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently o being encouraged to link what they read or hear to their own experiences o becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics o recognising and joining in with predictable phrases o learning to appreciate rhymes and poems, and to recite some by heart o discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: o drawing on what they already know or on background information and vocabulary provided by the teacher o checking that the text makes sense to them as they read, and correcting inaccurate reading o discussing the significance of the title and events o making inferences on the basis of what is being said and done o predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them
KS1	• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	• develop pleasure in reading, motivation to read, vocabulary and understanding by:

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Year 2	• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
	• read accurately words of two or more syllables that contain the same graphemes as above
	• read words containing common suffixes
	• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
	• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
	• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
	• reread these books to build up their fluency and confidence in word reading
		o listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
		o discussing the sequence of events in books and how items of information are related
		o becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
		o being introduced to non-fiction books that are structured in different ways
		o recognising simple recurring literary language in stories and poetry
		o discussing and clarifying the meanings of words, linking new meanings to known vocabulary
		o discussing their favourite words and phrases
		o continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
		• understand both the books that they can already read accurately and fluently and those that they listen to by:
		  o drawing on what they already know or on background information and vocabulary provided by the teacher
		  o checking that the text makes sense to them as they read, and correcting inaccurate reading
		  o making inferences on the basis of what is being said and done
		  o answering and asking questions
		  o predicting what might happen on the basis of what has been read so far
		• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
		• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

LKS2
 	
Year 3
Year 4
	At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.
	• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet
		• develop positive attitudes to reading, and an understanding of what they read, by:
		  o listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
		  o reading books that are structured in different ways and reading for a range of purposes
		  o using dictionaries to check the meaning of words that they have read

	• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	o increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
		o identifying themes and conventions in a wide range of books
		o preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
		o discussing words and phrases that capture the reader's interest and imagination
		o recognising some different forms of poetry [for example, free verse, narrative poetry]
		• understand what they read, in books they can read independently, by:
		    o checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
		    o asking questions to improve their understanding of a text
		    o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
		    o predicting what might happen from details stated and implied
		    o identifying main ideas drawn from more than 1 paragraph and summarising these
		    o identifying how language, structure, and presentation contribute to meaning
		• retrieve and record information from non-fiction
		• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

UKS2
 	
Year 5
Year 6
	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet	• maintain positive attitudes to reading and an understanding of what they read by:
		    o continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
		    o reading books that are structured in different ways and reading for a range of purposes
		    o increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
		    o recommending books that they have read to their peers, giving reasons for their choices

	- o identifying and discussing themes and conventions in and across a wide range of writing - o making comparisons within and across books - o learning a wider range of poetry by heart - o preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - understand what they read by: - o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - o asking questions to improve their understanding - o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - o predicting what might happen from details stated and implied - o summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas - o identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views

Strand	Year 1	Year 2	Year 3 Year 4	Year 5 Year 6
Phonics and Decoding	• apply phonic knowledge and skills as the route to decode words	• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has	• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology),

	- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) - read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	- become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet	as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet
Common Exception Words	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	
Fluency and Familiarity	reread these books to build up their fluency and confidence in word reading	- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - reread these books to build up their fluency and confidence in word reading - recognising and joining in with predictable phrases - becoming increasingly familiar	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

		with and retelling a wider range of stories, fairy stories and traditional tales		
Range including Poetry, Performance and Non-Fiction	o listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	• learning to appreciate rhymes and poems, and to recite some by heart • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics o listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry [for example, free verse, narrative poetry] • retrieve and record information from non-fiction	• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • retrieve, record and present information from non-fiction
Word Meaning and Vocabulary		• discussing word meanings, linking new meanings to those already known	• using dictionaries to check the meaning of words that they have read • discussing words and phrases that capture the reader's interest and imagination	
Understanding	• explain clearly their understanding of what is read to them	• being encouraged to link what they read or hear to their own experiences • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading	• identifying themes and conventions in a wide range of books • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context o identifying how language, structure, and presentation contribute to meaning •	• identifying and discussing themes and conventions in and across a wide range of writing • distinguish between statements of fact and opinion

Inference	• discussing the significance of the title and events • making inferences on the basis of what is being said and done		• asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	
Prediction	• predicting what might happen on the basis of what has been read so far		• predicting what might happen from details stated and implied	
Authorial Intent		o discussing the sequence of events in books and how items of information are related		• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Discussion, Comparing and Summarising	• participate in discussion about what is read to them, taking turns and listening to what others say		• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • identifying main ideas drawn from more than 1 paragraph and summarising these	• recommending books that they have read to their peers, giving reasons for their choices • making comparisons within and across books • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views