

# Progression in English Knowledge & Skills

Reading Year 1

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"><li>▪ Read aloud accurately books that are consistent with their developing phonic knowledge.</li><li>▪ Apply phonic knowledge and skills as the route to decode words.</li><li>▪ Respond speedily with the correct sound to grapheme for the 44 phonemes.</li><li>▪ Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>.</li><li>▪ Read accurately by blending sounds in unfamiliar words.</li><li>▪ Read common exception words, noting tricky parts (see below).</li><li>▪ Read words containing <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> endings.</li><li>▪ Split two and three syllable words into the separate syllables to support blending for reading.</li><li>▪ Read words with contractions e.g. <i>I'm</i>, <i>I'll</i>, <i>we'll</i> and understand that the apostrophe represents the omitted letter.</li><li>▪ Develop fluency, accuracy and confidence by re-reading books.</li><li>▪ Read more challenging texts using phonics and common exception word recognition.</li></ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"><li>▪ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.</li><li>▪ Relate texts to own experiences.</li><li>▪ Recognise and join in with language patterns and repetition.</li><li>▪ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</li><li>▪ Orally retell familiar stories in a range of contexts e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>.</li><li>▪ Enjoy and recite rhymes and poems by heart.</li><li>▪ Make personal reading choices and explain reasons for choices.</li></ul> <p><b>Understanding books which they can read themselves and those which are read to them</b></p> <ul style="list-style-type: none"><li>▪ Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li><li>▪ Activate prior knowledge e.g. <i>what do you know about minibeasts?</i></li><li>▪ Check that texts make sense while reading and self-correct.</li><li>▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li><li>▪ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i></li><li>▪ Explain clearly their understanding of what is read to them.</li><li>▪ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</li><li>▪ Identify and discuss the main events in stories.</li><li>▪ Identify and discuss the main characters in stories.</li><li>▪ Recall specific information in fiction and non-fiction texts.</li><li>▪ Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram</i>.</li><li>▪ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i>.</li><li>▪ Make basic inferences about what is being said and done.</li><li>▪ Make predictions based on what has been read so far.</li></ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"><li>▪ Listen to what others say.</li><li>▪ Take turns.</li></ul>



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>▪ Re-read books to build up fluency and confidence in word reading.</li> <li>▪ Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>▪ Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>.</li> <li>▪ Read longer and less familiar texts independently.</li> <li>▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> <li>▪ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>.</li> <li>▪ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>.</li> <li>▪ Read further common exception words, noting tricky parts (see below).</li> </ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</li> <li>▪ Orally retell a wider range of stories, fairy tales and traditional tales.</li> <li>▪ Sequence and discuss the main events in stories and recounts.</li> <li>▪ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</li> <li>▪ Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>).</li> <li>▪ Learn and recite a range of poems using appropriate intonation.</li> <li>▪ Make personal reading choices and explain reasons for choices.</li> </ul> <p><b>Understanding books which they can read themselves and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▪ Identify, discuss and collect favourite words and phrases.</li> <li>▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.</li> <li>▪ Uses tone and intonation when reading aloud.</li> <li>▪ Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></li> <li>▪ Check that texts make sense while reading and self-correct.</li> <li>▪ Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.</li> <li>▪ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></li> <li>▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>▪ Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i></li> <li>▪ Make predictions based on what has been read so far.</li> <li>▪ Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>▪ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>▪ Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>▪ Make contributions in whole class and group discussion.</li> <li>▪ Consider other points of view.</li> <li>▪ Listen and respond to contributions from others.</li> </ul>



# Progression in English Knowledge & Skills

## Reading Year 3

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"><li>Read books at an age appropriate interest level.</li><li>Use knowledge of root words to understand meanings of words.</li><li>Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i>.</li><li>Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-ous</i>.</li><li>Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) – see below.</li></ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"><li>Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations</i>.</li><li>Regularly listen to whole novels read aloud by the teacher.</li><li>Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion</i>.</li><li>Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>.</li><li>Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i>.</li><li>Sequence and discuss the main events in stories.</li><li>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>.</li><li>Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>.</li><li>Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>.</li><li>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li></ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"><li>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li><li>Explain the meaning of unfamiliar words by using the context.</li><li>Use dictionaries to check meanings of words they have read.</li><li>Use intonation, tone and volume when reading aloud.</li><li>Take note of punctuation when reading aloud.</li><li>Discuss their understanding of the text.</li><li>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>.</li><li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li><li>Make predictions based on details stated.</li><li>Justify responses to the text using the PE prompt (Point + Evidence).</li><li>Discuss the purpose of paragraphs.</li><li>Identify a key idea in a paragraph.</li><li>Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram etc</i>.</li></ul> <p><b>Retrieving and recording information from non-fiction</b></p> <ul style="list-style-type: none"><li>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li><li>Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams</i>.</li><li>Quickly appraise a text to evaluate usefulness.</li><li>Navigate texts in print and on screen.</li><li>Record information from a range of non-fiction texts.</li></ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"><li>Participate in discussion about what is read to them and books they have read independently.</li><li>Develop and agree on rules for effective discussion.</li><li>Take turns and listen to what others say.</li><li>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</li></ul>



# Progression in English Knowledge & Skills

## Reading Year 4

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"><li>▪ Read books at an age appropriate interest level.</li><li>▪ Use knowledge of root words to understand meanings of words.</li><li>▪ Use prefixes to understand meanings e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i><i>super-</i>, <i>anti-</i>, <i>auto-</i>.</li><li>▪ Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>.</li><li>▪ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below).</li></ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"><li>▪ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts</i>.</li><li>▪ Regularly listen to whole novels read aloud by the teacher.</li><li>▪ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</li><li>▪ Learn a range of poems by heart and rehearse for performance.</li><li>▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li><li>▪ Orally retell a range of stories, including less familiar fairy stories, myths and legends.</li></ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"><li>▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>.</li><li>▪ Explain the meaning of key vocabulary within the context of the text.</li><li>▪ Use dictionaries to check meanings of words in the texts that they read.</li><li>▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li><li>▪ Make predictions based on information stated and implied.</li><li>▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li><li>▪ Justify responses to the text using the PE prompt (Point + Evidence).</li><li>▪ Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and un just, origins of the earth, its people and animals</i>.</li><li>▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li><li>▪ Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text</i>.</li><li>▪ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li><li>▪ Recognise and analyse different forms of poetry e.g. <i>haiku, limericks, kennings</i>.</li></ul> <p><b>Retrieving and recording information from non-fiction</b></p> <ul style="list-style-type: none"><li>▪ Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li><li>▪ Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</li><li>▪ Record information from a range of non-fiction texts.</li><li>▪ Scan for dates, numbers and names.</li><li>▪ Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li><li>▪ Explain how paragraphs are used to order or build up ideas, and how they are linked.</li></ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"><li>▪ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</li><li>▪ Develop, agree on and evaluate rules for effective discussion.</li><li>▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>.</li></ul>



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## Reading Year 5

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"><li>Read books at an age appropriate interest level.</li><li>Use knowledge of root words to understand meanings of words.</li><li>Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.</li><li>Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below</li></ul>	<p>As above and:</p> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"><li>Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</li><li>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li><li>Recommend books to their peers with reasons for choices.</li><li>Read books and texts that are structured in different ways for a range of purposes.</li><li>Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</li><li>Learn a wider range of poems by heart.</li><li>Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li></ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"><li>Explain the meaning of words within the context of the text.</li><li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li><li>Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>.</li><li>Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i>.</li><li>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li><li>Predict what might happen from information stated and implied.</li><li>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</li><li>Explore themes within and across texts e.g. <i>loss, heroism, friendship</i>.</li><li>Make comparisons within a text e.g. characters' viewpoints of same events.</li><li>Distinguish between statements of fact and opinion within a text.</li><li>Scan for key words and text mark to locate key information.</li><li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li><li>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</li><li>Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>.</li><li>Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>.</li></ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"><li>Explore, recognise and use the terms metaphor, simile, imagery.</li><li>Explain the effect on the reader of the authors' choice of language.</li></ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"><li>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.</li><li>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li><li>Prepare formal presentations individually or in groups.</li><li>Use notes to support presentation of information.</li><li>Respond to questions generated by a presentation.</li><li>Participate in debates on an issue related to reading (fiction or non-fiction).</li></ul>



# Progression in English Knowledge & Skills

## Reading Year 6

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"><li>Read books at an age appropriate interest level.</li><li>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>.</li><li>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>.</li><li>Use suffixes to understand meanings e.g. <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>.</li><li>Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) – see below.</li><li>Use etymology to help the pronunciation of new words e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> – <i>French in origin</i>.</li></ul>	<p>As above and:</p> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"><li>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</li><li>Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li><li>Independently read longer texts with sustained stamina and interest.</li><li>Recommend books to their peers with detailed reasons for their opinions.</li><li>Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</li><li>Learn a wider range of poems by heart.</li><li>Prepare poems and play scripts to read aloud and perform using dramatic effects.</li></ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"><li>Explain the meaning of new vocabulary within the context of the text.</li><li>Demonstrate active reading strategies e.g. <i>challenging peers with questions</i>, <i>justifying opinions</i>, <i>responding to different viewpoints within a group</i>.</li><li>Use a reading journal to record on-going reflections and responses to personal reading.</li><li>Explore texts in groups and deepen comprehension through discussion.</li><li>Provide reasoned justifications for their views.</li><li>Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.</li><li>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.</li><li>Predict what might happen from information stated and implied.</li><li>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</li><li>Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>.</li><li>Compare characters within and across texts.</li><li>Compare texts written in different periods.</li><li>Recognise themes within and across texts e.g. <i>hope</i>, <i>peace</i>, <i>fortune</i>, <i>survival</i>.</li><li>Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</li><li>Skim for gist.</li><li>Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated</i>, or <i>find words/phrases which suggest that a theme park is exciting</i>.</li><li>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li><li>Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</li><li>Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i>.</li><li>Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet</i>, <i>balanced argument</i>.</li></ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"><li>Explore, recognise and use the terms personification, analogy, style and effect.</li><li>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</li></ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"><li>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li><li>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li><li>Prepare formal presentations individually or in groups.</li><li>Use notes to support presentation of information.</li><li>Respond to questions generated by a presentation.</li><li>Participate in debates on issues related to reading (fiction/non-fiction)</li></ul>



