**Reading Knowledge Progression**

**Key Stage 1**

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|  |  | | | **Year 1** | **Year 2** |
| **Word reading** |  | | | Match all 40+ graphemes to their phonemes (Phase 3)   Blend sounds in unfamiliar words  · 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 prefix –un added  · 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 | * 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 |
| **Reading Comprehension** | Word Detective | **Draw on Knowledge of vocabulary to understand texts** | | Use prior knowledge, context and vocabulary provided to understand texts | * Use prior knowledge and context and vocabulary explored to understand texts |
| Investigator | | **Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information** | Explain what they understand about a text  · Understand and talk about the main characteristics within a known key story | * Know and recognise simple recurring literary language in stories and poetry * Answer and ask appropriate questions |
| Clue Finder PAST | | **Make simple inferences from the text** | 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** | · 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** | Make predictions based on the events in the text | * Make predictions on the basis of what has been read so far |
| **Sharing and expressing** |  | | | * 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 | * 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 |

**Reading Knowledge Progression**

**Key Stage 2**

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|  |  | | | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Word reading** |  | | | · Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words  · Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  · Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words | · Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words  · Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  · Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words | · Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.  · Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.  · Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.  · Re-read and read ahead to check for meaning | · Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.  · Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.  · Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.  · Re-read and read ahead to check for meaning |
| **Reading Comprehension** | Word Detective  Word Meaning | *Give/explain the* ***meaning*** *of words in context* | | Use dictionaries to check the meaning of unfamiliar words | Use dictionaries to check the meaning of unfamiliar words  Explain the meaning of words in context | Use meaning-seeking strategies to explore the meaning of words in context. | Use meaning-seeking strategies to explore the meaning of words in context. |
| Word Detective  Word Choice | *Identify/explain how meaning is enhanced through the* ***choices of words and phrases*** | |  | Discuss and record words and phrases that writers use to engage and impact on the reader  Identify how the writer has used precise word choices for effect to impact on the reader | Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language  Identify and comment on writer’s use of language for effect. for example, precisely chosen adjectives, similes and personification.  Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader. | Identify and comment on writer’s use of language for effect. for example, precisely chosen adjectives, similes and personification.  Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.  Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language |
| Clue Finder Prediction | | *Predict what might happen from the details stated and implied* | Predict what might happen from details stated | Predict what might happen from details stated and deduced information | Make predictions from what has been read. | Make predictions from what has been read. |
| Clue Finder  Inference | | *Make* ***inferences*** *from the text/explain and justify inferences with evidence from the text* | Draw inferences such as inferring characters' feelings, thoughts and motives from their actions | Infer meanings and begin to justify them with evidence from the text | Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  Justify inferences with evidence from the text. | Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  Justify inferences with evidence from the text. |
| Spotter | | **Identify and explain the sequence of events in texts** |  | Retrieve and record information from non-fiction | Identify significant ideas , events and characters and discuss their significance. | Identify significant ideas , events and characters and discuss their significance. |
| Spotter Summary | | ***Summarise*** *main ideas from more than one paragraph* |  |  | Summarise the main ideas drawn from a text  Present an oral overview or summary of a text. | Summarise the main ideas drawn from a text  Present an oral overview or summary of a text. |
|  | Thinker | | *Identify/explain how information/narrative content is related and contributes to meaning as a whole* | Know that non-fiction books are structured in different ways and be able to use them effectively  Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas  Identify how structure, and presentation contribute to the meaning of texts | Know which books to select for specific purposes, especially in relation to science, history and geography learning  Know and recognise some of the literary conventions in text types covered  Begin to understand simple themes in books  Identify some text type organisational features, for example, narrative, explanation, persuasion  Explain why text types are organised in a certain way | Identify the effect of the context on a text. for example, historical or other cultures.  Identify how language, structure and presentation  contribute to the meaning of a text.  Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are | Identify the effect of the context on a text. for example, historical or other cultures.  Identify how language, structure and presentation contribute to the meaning of a text.  Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are |
|  | Explorer | | ***Making comparisons*** *within the text* |  |  | 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.  Make connections between other similar texts, prior knowledge and experience.   Compare different versions of texts and talk about their differences and similarities | 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.  Make connections between other similar texts, prior knowledge and experience.  Compare different versions of texts and talk about their differences and similarities |
| **Sharing and expressing** |  | | | Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks  Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others’ opinions  Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently   Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action  Ask questions to improve understanding of a text | Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action  Ask questions to improve understanding of a text  Begin to build on others’ ideas and opinions about a text in discussion | Learn poems by heart for example, narrative verse, haiku.  Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Express a personal point of view about a text, giving reasons.   Listen to and build on others’ ideas and opinions about a text  Present the author’s viewpoint of a text. | Learn poems by heart. for example, narrative verse, haiku.  Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Express a personal point of view about a text, giving reasons.  Listen to and build on others’ ideas and opinions about a text  Present the author’s viewpoint of a text. |