

Woodchurch CE Primary School



PROGRESSION IN READING

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Word Reading – Progression in Knowledge and Skills

Year	Knowledge	Skills
EYFS	<p>Word Reading ELG:</p> <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 common exception words.</p>	<p>Three- and Four-Year-Olds will be learning to:</p> <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known lettersound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
1	<p>To know how to blend sounds in unfamiliar words containing GPCs that have been taught.</p>	<ul style="list-style-type: none"> • 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 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 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. • re-read these books to build up their fluency and confidence in word reading. •

Year	Knowledge	Skills
2	<p>To know how to blend sounds in unfamiliar words containing GPCs that have been taught.</p>	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has 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 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 • re-read these books to build up their fluency and confidence in word reading.
3	<p>To know how to apply their growing knowledge of root words, prefixes and suffixes. (morphology and etymology), when reading aloud.</p> <p>To understand the meaning of new words they meet</p> <p>To read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</p>	<p>See English Appendix 1</p> <div style="text-align: center;">  <p>English_Appendix_1_-_Spelling.pdf</p> </div>
Year	Knowledge	Skills

4	<p>To know how to apply their growing knowledge of root words, prefixes and suffixes. (morphology and etymology), when reading aloud.</p> <p>To understand the meaning of new words they meet</p> <p>To read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</p>	<p>See English Appendix 1</p>  <p>English_Appendix_1_-_Spelling.pdf</p>
5	<p>To know how to read aloud root words, prefixes and suffixes (morphology and etymology).</p> <p>To understand the meaning of most new words that they meet</p>	<p>See English Appendix 1</p>  <p>English_Appendix_1_-_Spelling.pdf</p>
6	<p>To know how to read aloud root words, prefixes and suffixes (morphology and etymology).</p> <p>To understand the meaning of most new words that they meet</p>	<p>See English Appendix 1</p>  <p>English_Appendix_1_-_Spelling.pdf</p>

Comprehension – Progression in Knowledge and Skills

Year	Knowledge	Skills
EYFS	<p>Comprehension ELG:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <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>Three- and Four-Year-Olds will be learning to:</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Engage in extended conversations about stories, learning new vocabulary <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
1	<p>To develop pleasure in reading, motivation to read, vocabulary and understanding.</p>	<ul style="list-style-type: none"> • listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • be encouraged to link what they read or hear read to their own experiences. • become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • recognise and join in with predictable phrases. • learn to appreciate rhymes and poems, and to recite some by heart. • discuss word meanings, linking new meanings to those already known. •
Year	Knowledge	Skills

	To understand both the books they can already read accurately and fluently and those they listen to.	<ul style="list-style-type: none"> • draw on what they already know or on background information and vocabulary provided by the teacher. • check that the text makes sense to them as they read and correcting inaccurate reading. • discuss the significance of the title and events. • make inferences on the basis of what is being said and done. • predict 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
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2	To develop pleasure in reading, motivation to read, vocabulary and understanding.	<ul style="list-style-type: none"> • 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 • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
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	To understand both the books they can already read accurately and fluently and those they listen to.	<ul style="list-style-type: none"> • consistently draw 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 • making mature inferences on the basis of what is being said and done • answering and asking questions • sensibly predict 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.
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Year	Knowledge	Skills
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3	To know how to develop positive attitudes to reading and understanding of what they read.	<ul style="list-style-type: none"> listen to and discuss an increasingly wider range of fiction, poetry, plays, non-fiction and reference books or textbooks. read a few books that are structured in different ways and read for a range of purposes. increase their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally. begin to identify themes and conventions in a wider range of books. begin to prepare poems and play scripts to read aloud and to perform. begin to show understanding through intonation, tone, volume and action. discuss some words and phrases that capture the reader's interest and imagination. begin to recognise some different forms of poetry [for example, free verse, narrative poetry].
	To continue learning how to use a dictionary e.g. searching for words which begin with the same letter.	<ul style="list-style-type: none"> begin to use dictionaries to check the meaning of words that they have read.
	To understand what they read.	<ul style="list-style-type: none"> check that the age-related text makes sense to them, discuss their understanding and explain the meaning of words in context. ask some questions to improve their understanding of a text. draw some inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify some inferences with evidence. predict what might happen from details stated and implied with some accuracy. begin to identify main ideas drawn from more than one paragraph and summarising these begin to identify how language, structure, and presentation contribute to meaning with some accuracy begin to retrieve and record some information from non-fiction participate in age-related discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year	Knowledge	Skills
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4	To know how to develop positive attitudes to reading and understanding of what they read.	<ul style="list-style-type: none"> listen to and discuss an increasingly wider range of fiction, poetry, plays, non-fiction and reference books or textbooks. read a some books that are structured in different ways and read for a range of purposes. Increase their familiarity with a wider range of books, including fairy stories, myths and legends, and retelling some of these orally. Identify themes and conventions in a wider range of books. Prepare poems and play scripts to read aloud and to perform. Show understanding through intonation, tone, volume and action. Discuss a wider range of words and phrases that capture the reader's interest and imagination. <p>To recognise some different forms of poetry [for example, free verse, narrative poetry].</p>
	To continue learning how to use a dictionary e.g. searching for words which begin with the same letter.	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read.
	To understand what they read.	<ul style="list-style-type: none"> check that the age-related text makes sense to them, discuss their understanding and explain the meaning of words in context. To ask some questions to improve their understanding of a text. Draw some inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify some inferences with evidence. Predict what might happen from details stated and implied with some accuracy. identify main ideas drawn from more than one paragraph and summarising these identify how language, structure, and presentation contribute to meaning with some accuracy retrieve and record some information from non-fiction participate in age-related discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year	Knowledge	Skills
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5	To know how to maintain a positive attitude towards reading for the majority of the time.	<ul style="list-style-type: none"> • continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read some books that are structured in different ways and reading for a range of purposes • increase 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 • recommend books that they have read to their peers, giving reasons for their choices • identify and discuss themes and conventions in and across a wide range of writing • make comparisons within and across books • learn a wide range of poetry by heart • prepare some 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
	To understand what they read.	<ul style="list-style-type: none"> • check that the age-related book makes sense to them, discussing their understanding and exploring the meaning of words in context • ask a variety questions to improve their understanding • draw some inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predict what might happen from details stated and implied, with some accuracy • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas, with increasing accuracy • identify how language, structure and presentation contribute to meaning, with some accuracy • distinguish between statements of fact and opinion, with some accuracy • retrieve, record and present information from non-fiction
	To know the value of participating in discussions.	<ul style="list-style-type: none"> • begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • participate in age-related 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 • begin to 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 • begin to provide reasoned justifications for their views
Year	Knowledge	<ul style="list-style-type: none"> • Skills

6	To know how to maintain a positive attitude towards reading for the majority of the time.	<ul style="list-style-type: none"> • continue to read and discuss an increasingly wider range of fiction, poetry, plays, nonfiction and reference books or textbooks • read a wide variety of books that are structured in different ways and reading for a range of purposes • increase their familiarity with a much wider range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommend a wider range of books that they have read to their peers, giving reasons for their choices • identify and discuss themes and conventions in and across a wider range of writing • make comparisons within and across a wider range of books • learn a wide range of poetry by heart • prepare 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
	To understand what they read.	<ul style="list-style-type: none"> • check that the age-related book makes sense to them, discussing their understanding and exploring the meaning of words in context • ask a variety of questions to improve their understanding • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identify how language, structure and presentation contribute to meaning • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction accurately
Year	Knowledge	<ul style="list-style-type: none"> • Skills

	To know the value of participating in discussions.	<ul style="list-style-type: none">• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• 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
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