

Knowledge, Skills and Understanding Progression maps

Reading

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Print has a meaning, print can have a different purpose, we read english text from left to right.</p> <p>The names of the different parts of the book.</p> <p>Develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables in a word.</p> <p>Recognise words with the same initial sound.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</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>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them. (special friends/digraphs)</p>	<p>Apply phonic knowledge to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs taught.</p> <p>Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.ught.</p> <p>Read words with the endings -s, -es, -ing, -ed and -est.</p> <p>Read words of more than one syllable which contain GPCs known.</p> <p>Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.</p> <p>Read some phonically-decodable books, closely matched to phonic Knowledge.</p> <p>Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.</p>	<p>Apply phonic knowledge and skills consistently to decode quickly and accurately.</p> <p>Decode alternative sounds for graphemes.</p> <p>Read some phonically-decodable books with fluency; sound out unfamiliar words automatically.</p> <p>Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.</p> <p>Read a wider range of common exception words which have been taught, including most words from the YR2 Spelling appendix e.g because, beautiful, everybody, should, whole, parents, money.</p> <p>Read most words without overtly segmenting and blending, once they are familiar.</p>	<p>Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4.</p> <p>Read at a speed sufficient for them to focus on understanding.</p> <p>Read most common exception words by sight (including all those in the YR 2 Spelling appendix) noting unusual correspondence between spelling and sound.</p> <p>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</p> <p>Determine the meaning of new words by sometimes applying knowledge of root words and their prefixes e.g. disagree, misbehave, Incorrect.</p> <p>Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.</p>	<p>Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4.</p> <p>Read at a speed sufficient for them to focus on understanding.</p> <p>Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.</p> <p>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</p> <p>Determine the meaning of new words by sometimes applying knowledge of root words and their prefixes e.g. information, invasion, enclosure, mountainous.</p> <p>Prepare poems and scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.</p>	<p>Fluently and automatically read a range of age- appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</p> <p>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.</p> <p>Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough,though, plough.</p> <p>Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear</p>	<p>Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</p> <p>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.</p> <p>Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</p>
Comprehension	<p>Understand a question or instruction that has two parts such as get your coat and wait at the door.</p> <p>Be able to talk about familiar books and be able to tell a long story.</p> <p>Enjoys listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time which can be difficult.</p> <p>Understand why questions.</p> <p>Begin to develop complex stories using small world equipment like animal sets</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in storytimes.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</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</p>	<p>Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.</p> <p>Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics</p> <p>Link what they read to their own experiences.</p> <p>Recognise and join in with predictable phrases in poems and stories.</p> <p>Appreciate some rhymes and</p>	<p>Fully engage with reading and take pleasure from books and texts.</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.</p> <p>Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Take account of what others say.</p> <p>Show understanding of texts read independently;</p>	<p>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences;begin to know preferred authors and text types; talk about books enjoyed both in and out of school.</p> <p>Listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently.</p> <p>Listen to and discuss a range of non-fiction and reference or text books that are structured</p>	<p>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.</p> <p>Listen to, discuss and express views about a wide range of fiction, poetry and plays. Begin to justify comments.</p> <p>Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; recognise typical presentational features.</p>	<p>Read and enjoy a growing repertoire of texts, both fiction and non-fiction. Be familiar with some of the text types specified in the YR 5-6 programme of study. Recommend books they have read to their peers, giving reasons.</p> <p>Discuss and comment on themes and conventions in a variety of genres.</p> <p>Read and recite age-appropriate poetry which has been learned by heart.</p> <p>Provide straightforward</p>	<p>Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.</p> <p>Show familiarity with different text types specified in the YR 5-6 programme of study.</p> <p>Recommend books to others, giving reasons for their choices; state preferences.</p> <p>Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.</p>

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		<p>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>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text - some as exact repetition and some in their own words.</p> <p>Learn new vocabulary.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>poems; recite by heart.</p> <p>Discuss the meanings of new words, linking them to words already known.</p> <p>Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.</p> <p>Check that texts make sense when reading; self-correct and re-read inaccurate reading.</p> <p>Infer on the basis of what is said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to others.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>self-correct.</p> <p>Know and retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Make inferences on the basis of what is said and done; predict according to what has been read so far.</p> <p>Discuss and express views about a range of non-fiction texts which are structured in different ways.</p> <p>Discuss and clarify the meaning of new words; discuss favourite words and phrases.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Recite a repertoire of poems learnt by heart, using appropriate intonation</p>	<p>in different ways; identify their particular characteristics; recognise typical presentational features.</p> <p>Identify themes and conventions in a range of texts e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction text is often organised and presented.</p> <p>Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.</p> <p>Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.</p> <p>Predict what might happen from details stated and implied.</p> <p>Explain the meaning of words in context; use a dictionary to check meanings.</p> <p>Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.</p> <p>Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>Identify how language, structure and presentation contribute to meaning e.g. that the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>During discussions about texts, ask questions to improve their understanding; take turns and listen to what others have to say.</p>	<p>Identify themes and conventions in a range of texts e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.</p> <p>Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.</p> <p>Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons.</p> <p>Predict what might credibly happen from details stated and implied.</p> <p>Explain the meaning of words in context; use a dictionary to check meaning.</p> <p>Check the text makes sense, reading to the punctuation and habitually re-reading.</p> <p>Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes; the different ways to make a cake.</p> <p>Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that a storm is close and could be dangerous; the introduction leads you into the text; each paragraph describes a different character.</p> <p>Discuss words and phrases that capture the reader's interest</p>	<p>explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.</p> <p>Discuss their understanding of the meaning of words in context, finding other words which are similar.</p> <p>Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.</p> <p>Readily ask questions to enhance understanding.</p> <p>Make comparisons within and across texts e.g. compare two ghost stories.</p> <p>Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.</p> <p>Distinguish fact from opinion with some success.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Summarise main ideas from more than one paragraph, identifying key details which support these.</p> <p>Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously.</p> <p>Explain what they know or have read, including through formal presentation and debate, using notes where necessary.</p>	<p>Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.</p> <p>Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.</p> <p>Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.</p> <p>During discussion, ask pertinent questions to enhance understanding.</p> <p>Make accurate and appropriate comparisons within and across different texts.</p> <p>Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.</p> <p>Distinguish between fact and opinion.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Identify key details which support main ideas; summarise content drawn from more than one paragraph.</p> <p>Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously.</p> <p>Explain their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic.</p>
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						and imagination. During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.		
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Year 6 links to future learning:

KS3:

- Develop an appreciation and love of reading, and read increasingly challenging material independently.
- Reading a wide range of fiction and non-fiction, including particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
- Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.
- [Making inferences and referring to evidence in the text.](#)
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
- [Checking their understanding to make sure that what they have read makes sense.](#)
- Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
- [Making critical comparisons across texts.](#)
- Studying a range of authors.

