

St. Luke's C of E (Aided) Primary School



Reading Knowledge Progression 2021-2022

SEPTEMBER 2021

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Read words accurately (Decoding)</b>	<p>Identify the taught GPCs including some digraphs.</p> <p>Blend the taught sounds to read CVC CVCC and CCVC words.</p> <p>Read some taught common exception/high frequency and familiar words.</p> <p>Read sentences made up of words with taught sounds and common exception words.</p>	<p>Apply phonic knowledge to decode words.</p> <p>Read aloud phonically-decodable texts.</p> <p>Re-read books to build fluency and confidence.</p> <p>Read simple sentences and understand the meaning.</p> <p>Speedily read all 40+ letters/groups for all 40+ phonemes.</p> <p>Know the alternative sounds for graphemes.</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound (where they appear)</p>	<p>Apply phonic decoding until reading is automatic and fluent.</p> <p>Read common suffixes (including: -ed, -ing, -er, -est, -y, -ment, -ful, -ness, -less, -ly)</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Note punctuation to read with expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read Year 2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud. (including: super-anti-, auto- non-)</p> <p>To use this knowledge to understand the meaning of new words they meet.</p> <p>Read further exception words.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand. (including: re- sub- de- inter- ex-)</p> <p>To use this knowledge to understand and explain the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound including where these occur in the word.</p> <p>Begin to read and discuss a wider range of books.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes to read. (including: -ate, -ise, -ify, dis-, de-, mis-, over- and un-)</p> <p>Begin to read and share more challenging books.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes to read and understand. (including: -ous, -able,</p> <p>Read and share books by a range of authors covering a range of genres.</p>

		<p>Read polysyllabic words containing taught GPCs.</p> <p>Begin to develop some fluency and expression.</p> <p>Know to pause reading at a full stop.</p>	<p>unfamiliar words automatically.</p> <p>Read polysyllabic words containing known graphemes.</p> <p>Read mist words quickly and accurately without deliberately sounding and blending.</p>				
<p><b>Understand Texts (Reading Domains: Retrieval and Summarising)</b></p>	<p>Understand how to listen carefully.</p> <p>Respond to stories, rhymes and songs with actions, relevant comments, questions; recalling key events.</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail.</p>	<p>Draw on what they already know or on background information provided by the teacher to help with understanding.</p> <p>Be encouraged to link what they read to their own experiences.</p> <p>Check that the text makes sense as they are reading.</p> <p>Correct any inaccurate reading.</p> <p>Answer simple retrieval questions about a text.</p>	<p>Discuss the sequence of events in books and how things are related to each other.</p> <p>Draw on information they already have or vocabulary provided by the teacher to aid understanding.</p> <p>Make links between a current book and those already read.</p> <p>Check understanding of the text as they read.</p> <p>Correct any inaccuracies in reading.</p>	<p>Check that the text makes sense to them by retelling the text.</p> <p>Discuss their understanding with others.</p> <p>Ask questions about a text.</p> <p>Answer retrieval questions.</p> <p>Identify the main ideas drawn from the text and summarise these.</p> <p>Recognise the message in a text.</p>	<p>Retell the text succinctly in their own words.</p> <p>Discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions when needed to improve their understanding of a text.</p> <p>Answer retrieval questions and give evidence to support their answers.</p> <p>Identify the main ideas drawn from several paragraphs of text and summarise these.</p> <p>Recognise and explain the</p>	<p>Check that the book makes sense to them and discuss their understanding.</p> <p>Ask questions to improve their understanding.</p> <p>Summarise the main ideas drawn from across the whole text.</p> <p>Summarise the text in their own words.</p> <p>Answer a range of retrieval questions giving several pieces of evidence to support responses.</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the possible meaning of words and phrases in context.</p> <p>Ask questions to improve their understanding and discuss the text with others.</p> <p>Summarise the main ideas drawn from across the whole text, identifying key details to support these ideas.</p> <p>Summarise the text succinctly in their own words.</p>

					message or moral in a text.		
<b>Word Meanings (Reading Domains: Vocabulary and Word Choice)</b>	Talk about elements of a topic using newly introduced vocabulary.	Discuss word meanings and link new meanings to words already known.	Discuss and clarify the meanings of words and link new meanings to known vocabulary.  Discuss their favourite words and phrases.	With support, use dictionaries to check the meaning of words they have read.	Use dictionaries to check the meaning of words they have read with prompting.  Use thesauruses to link new words to others already known, with support.	Use dictionaries to check the meaning of words they have read independently.  Use thesauruses to link new words to others already known, with prompting.  Explain why an author might have chosen a word to convey meaning.	Use thesauruses to link new words to others already known independently.  Explain why an author might have chosen a word or phrase to convey meaning.
<b>Inference</b>	To begin to interpret stories, rhymes and poems, making suggestions for actions and events (Using images and text).	Discuss the significance of the title and events.  Make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done.  Answer and ask questions about the text.	Begin to draw inferences such as characters thoughts and feelings.  Explain their inferences using the text.	Draw simple inferences including characters thoughts, feelings and motives for their actions.  Justify inferences with evidence from the text.	Make a wider range of inferences and justify these with evidence from the text.	Make complex inferences from the text and justify these using several points of evidence from the text.

<b>Prediction</b>	To talk about and respond to stories, rhymes and poetry, recalling sequencing and anticipating key events, either as exact repetition or in their own words.	Predict what may happen based on what has been read so far.	Predict what may happen based on what has been read so far and give a reason for the prediction.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied and give reasons to support these ideas.	Predict what might happen from details stated and implied and give several reasons to support these ideas	Give alternative predictions based on further evidence in the text.
<b>Authorial intent</b>	Discuss the title and front cover of a book and why these might have been chosen.	Discuss images within the book and how they match the story being told.	Discuss interesting words within the text and what makes them interesting.	Discuss words and phrases that capture the reader's interest and imagination.	Discuss sentences that capture the reader's interest and imagination.  Identify how language, structure and presentation contribute to meaning.	Identify how structure and presentation contribute to meaning.  Discuss and evaluate how authors use language and consider the impact on the reader.	Identify how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.
<b>Familiarity with texts, including fiction, non-fiction and poetry.</b>	Read sentences made up of words with taught sounds and common exception words.  Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments and questions, recalling key events.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  Recognise and join in with predictable phrases when listening to stories.  Become very familiar with key	Listen to, discuss and express views about a wide range of modern and classic poetry, stories and non-fiction at a level beyond which they can read independently.  Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales.	Listen to a wide range of fiction, poetry, plays, non-fiction and reference books.  Read books that are structured in different ways.  Increase their familiarity with a wide range of books, including fairy stories, myths and legends.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Read books that are structured in different ways and read for a range of purposes.  Increase their familiarity with a wide range of	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.  Read books that are structured in different ways.  Make comparisons within books.  Increase their familiarity with a	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.  Read books that are structured in different ways and read for a range of purposes.  Make comparisons within and across books.

	<p>Use non-fiction books to develop new knowledge and vocabulary.</p> <p>Talk about and respond to stories, rhymes and poetry, recalling, sequencing and anticipating key events some as repetition and others in their own words.</p> <p>To begin to interpret stories, rhymes and poetry, making suggestions for actions and events.</p> <p>To talk about and respond with questions to non-fiction books, recalling some facts with increasing explanation and vocabulary in response to questions.</p> <p>To listen to and sing nursery rhymes and songs, recalling whole</p>	<p>stories, fairy stories and traditional tales, retelling them and considering their characteristics.</p> <p>Learn to appreciate rhymes and poems and recite some by heart.</p> <p>Participate in discussion about what is read to them by taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.</p>	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.</p> <p>Be introduced to non-fiction books that are structured in different ways.</p> <p>Participate in discussion about what is read to them by taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Prepare play scripts to read aloud and to perform, showing understanding through tone, volume and action.</p> <p>Recognise some different forms of poetry.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>Participate in discussion about both books that are read to them by taking turns and listening to what others say.</p>	<p>books, including fairy stories, myths and legends and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.</p>	<p>wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Recommend books that they have read to their peers.</p> <p>Participate in discussions about books, building on their own and others' ideas.</p>	<p>Continue to 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.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Learn 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.</p> <p>Retrieve, record and present information from non-fiction texts so it is clear to an audience.</p>
--	---	--	--	--	--	--	--

	<p>songs and rhymes singing independently or performing in groups.</p> <p>Talk about and respond with questions to non-fiction books, recalling some facts with increasing explanation and vocabulary in response to questions.</p> <p>Know and explain some differences between fiction and non-fiction books.</p> <p>Talk about and respond to stories with actions, comments and questions.</p>					<p>Explain and discuss their understanding of what they have read.</p> <p>Provide reasons and justifications for their views.</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views respectfully.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide extensive reasons and justifications for their views.</p>
--	--	--	--	--	--	---	--