



Leconfield Primary School - Progression of skills and knowledge in reading.

**Word Reading: Phonics and decoding, common exception words and fluency**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To enjoy rhyming and rhythmic activities.</p> <p>To continue a rhyming string.</p> <p>To show interest in illustrations and print in books and print in the environment.</p> <p>To look and handle books independently (holds books the correct way up and turns pages)</p> <p>Read individual letters by saying sounds for them.</p>	<p>Respond speedily with the correct sound to grapheme for the 44 phonemes.</p> <p>Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow.</p> <p>Read accurately by blending sounds in unfamiliar words.</p> <p>Read words containing -s, -es, -ing, -ed, -er, -est endings.</p> <p>Split two and three syllable words into the separate syllables to support blending</p>	<p>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping.</p>	<p>Use knowledge of root words to understand meanings of words.</p> <p>Use prefixes to understand meanings e.g. un-, dis-, -mis-, re- .</p> <p>Use suffixes to understand meanings e.g. -ation, -ous.</p> <p>Read and understand meaning of words on Y3/4 word list. Use intonation, tone and volume when reading aloud.</p> <p>Take note of</p>	<p>Use knowledge of root words to understand meanings of words.</p> <p>Use prefixes to understand meanings e.g. sub-, inter-, anti-, - auto-.</p> <p>Use suffixes to understand meanings e.g. -ation, -ous, -tion, -sion, -ssion, -cian. ▪</p> <p>Read and understand meaning of words on Y3/4 word list.</p> <p>Use punctuation to determine intonation and expression when</p>	<p>Use knowledge of root words to understand meanings of words.</p> <p>Apply knowledge of prefixes to understand meaning of new words.</p> <p>Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.</p> <p>Read and understand meanings of words on Y5/6 word list.</p> <p>Use punctuation to determine intonation</p>	<p>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</p> <p>. Use suffixes to understand meanings e.g. -cious, -tious, - tial, -cial.</p> <p>Read and understand meanings of words on Y5/6 word list.</p> <p>Employ dramatic effect to engage</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.</p> <p>To read a few common exception words matched to RVI.</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>for reading.</p> <p>Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.</p> <p>Automatically recognise approximately 150 high frequency words.</p> <p>Apply phonic knowledge for reading. Read aloud accurately books that are consistent with their developing phonic knowledge.</p> <p>Develop fluency, accuracy and confidence by rereading books.</p>	<p>Read words containing common suffixes e.g. -ness, -ment, -ful, -ly. Read further common exception words, noting tricky parts.</p> <p>Read frequently encountered words quickly and accurately without overt sounding and blending.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their</p>	<p>punctuation when reading for pleasure and aloud.</p>	<p>reading aloud to a range of audiences.</p>	<p>and expression when reading aloud to</p>	<p>listeners whilst reading aloud.</p> <p>Read extensively for pleasure.</p> <p>Evaluate texts quickly in order to determine their usefulness or appeal.</p> <p>Understand underlying themes, causes and consequences within whole texts.</p> <p>Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).</p> <p>Recognise authors' techniques to influence and manipulate the</p>
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	Read more challenging texts using phonics and high frequency	fluency and confidence in word reading.  Use tone and intonation when reading aloud. Read longer and less familiar texts independently				reader.
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Leconfield Primary School - Progression of skills and knowledge in reading.



Develop pleasure in reading, motivation to read, vocabulary and understanding by:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p> <p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p>	<p>Listen to a range of texts at a level beyond that at which they can read independently including stories, nonfiction and poems.</p> <p>Identify and discuss the main events in stories.</p> <p>Identify and discuss the main characters in stories.</p> <p>Recall specific information in texts.</p> <p>Recognise and join in with language</p>	<p>Listen to a range of texts at a level beyond that at which they can read independently including stories, nonfiction, and contemporary and classic poetry.</p> <p>Sequence and discuss the main events in stories.</p> <p>Learn and recite a range of poems using appropriate intonation.</p> <p>Retell a wider range of stories, fairy tales and traditional tales.</p>	<p>Listen to and discuss a range of fiction, poetry, plays and nonfiction.</p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Read a range of nonfiction texts including information, explanations, instructions, recounts, reports and persuasion.</p> <p>Analyse and evaluate texts looking at language, structure and presentation e.g.</p>	<p>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts.</p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Analyse and evaluate texts looking at language, structure and presentation.</p> <p>Analyse different forms of poetry.</p>	<p>Listen to and discuss a range of fiction/poetry/nonfiction on which they might not choose to read themselves.</p> <p>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</p> <p>Explore themes within and across texts.</p> <p>Make comparisons within a text e.g. characters' viewpoints of same events.</p>	<p>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</p> <p>Recognise themes within and across texts.</p> <p>Compare texts written in different periods.</p>

<p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>patterns and repetition.</p> <p>Use patterns and repetition to support oral retelling.</p> <p>Recite rhymes and poems by heart.</p> <p>Relate texts to own experiences.</p> <p>Retell familiar stories in a range of contexts</p> <p>. Make personal reading choices and explain reasons for choices.</p>	<p>Read a range of nonfiction texts including information, explanations, instructions, recounts, reports.</p> <p>Discuss how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points, glossary, diagrams.</p> <p>Identify, discuss and collect favourite words and phrases.</p> <p>Recognise use of repetitive language within a text or poem e.g. run, run as fast as you can and across texts e.g. long,</p>	<p>newspaper reports, recipes, etc.</p> <p>Recognise some different forms of poetry e.g. narrative, free verse.</p> <p>Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.</p> <p>Use dictionaries to check meanings of words they have read.</p> <p>Sequence and discuss the main events in stories.</p> <p>Retell a range of stories, including less familiar fairy stories, fables and folk tales. Identify and discuss</p>	<p>Analyse and compare a range of plot structures.</p> <p>Retell a range of stories, including less familiar fairy stories, myths and legends. Identify, analyse and discuss themes. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</p> <p>Learn a range of poems by heart and rehearse for performance.</p> <p>Prepare poems and playscripts to read and action so the meaning is clear to the audience.</p>	<p>Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.</p> <p>Recommend books to their peers with reasons for choices. Read books and texts that are structured in different ways for a range of purposes.</p> <p>Express preferences about a wider range of books including modern fiction/traditional stories/myths/legends.</p> <p>Learn a wider range of poems by heart.</p> <p>Prepare poems and</p>	<p>Independently read longer texts with sustained stamina and interest.</p> <p>Recommend books to their peers with detailed reasons for their opinions.</p> <p>Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Learn a wider range of poems by heart.</p>
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		long ago in a land far away.  Make personal reading choices and explain reasons for choices.	themes. understanding through intonation, tone, volume and action.		playscripts to read aloud and perform, showing understanding through intonation, tone, volume	
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Understanding what has been read by:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Anticipate key events in stories.</p> <p>To begin to understand 'why' and 'how' questions in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems during role play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and</p>	<p>Introduce and discuss key vocabulary.</p> <p>Activate prior knowledge e.g. what do you know about minibeasts?</p> <p>Check that texts make sense while reading and self-correcting.</p> <p>Make predictions based on what has been read so far.</p> <p>Make basic inferences about what is being said</p>	<p>Introduce and discuss key vocabulary within the context of a text.</p> <p>Use morphology to work out the meaning of unfamiliar words.</p> <p>Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</p> <p>Check that the text makes sense while reading and self-correcting.</p>	<p>Discuss their understanding of the text.</p> <p>Explain the meaning of unfamiliar words by using the context.</p> <p>Make predictions based on details stated.</p> <p>Raise questions during the reading process to deepen understanding.</p> <p>Draw on inferences around characters thoughts, feelings and actions, and</p>	<p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Make predictions based on information stated and implied.</p> <p>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</p> <p>Draw inferences around characters' thoughts, feelings,</p>	<p>Check that the book makes sense to them and demonstrate understanding e.g. through discussion.</p> <p>Explore the meaning of words in context.</p> <p>Demonstrate active reading strategies e.g. generating questions to refine thinking.</p> <p>Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>	<p>Explore texts in groups and deepening comprehension through discussion.</p> <p>Explore new vocabulary in context. Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</p> <p>Infer characters feelings, thoughts and motives from</p>

<p>narratives using their own words and recently introduced vocabulary.</p>	<p>and done. Discuss the title and how it relates to the events in th</p>	<p>Make predictions using evidence from the text.</p> <p>Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?</p> <p>Demonstrate understanding of texts by asking and answering questions related to who, what, where, when and how.</p>	<p>justify with evidence from the text</p> <p>. Use APE to structure and justify responses.</p> <p>Discuss the purpose of paragraphs. Identify a key idea in a paragraph.</p>	<p>actions and motives, and justify with evidence from the text using APE.</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p>	<p>Predicting what might happen from information stated and implied.</p> <p>Re-read and read ahead to locate clues to support understanding.</p> <p>Scan for key words and text marking to locate key information. Summarise main ideas drawn from more than one paragraph and identifying key details which support this. Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.</p>	<p>their actions, justifying inferences with evidence e.g. APE.</p> <p>Predict what might happen from information stated and implied.</p> <p>Re-read and read ahead to locate clues to support understanding and justifying with evidence from the text.</p> <p>Scan for key information e.g. looking for descriptive words associated with a setting. Skimming for gist.</p> <p>Use a combination of skimming, scanning and close reading</p>
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					<p>Distinguish between statements of fact or opinion within a text.</p> <p>Provide reasoned justifications for their views by: Justifying opinions and elaborating by referring to the text. APE.</p>	<p>across a text to locate specific detail.</p> <p>Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.</p> <p>Distinguish between statements of fact or 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.</p> <p>Provide reasoned justifications for their views justifying opinions and elaborating by referring to the text</p>
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						e.g. APE
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Retrieve and record information from non-fiction by						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers</p>	<p>Recall specific information in a text.</p>	<p>Read a range of nonfiction texts including information, explanations, instructions, recounts, reports.</p> <p>Discuss how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points.</p>	<p>Read a range of nonfiction texts including information, explanations, instructions, recounts, reports, persuasion.</p> <p>Evaluate how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points, glossary, diagrams.</p>	<p>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts.</p> <p>Analyse and evaluate how specific information is organised within a nonfiction text e.g. text boxes, subheadings, contents, bullet</p>	<p>Scan for key words and text marking to locate key information.</p> <p>Summarise main ideas drawn from more than one paragraph and identifying key details which support this. Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.</p>	<p>Scan for key information e.g. looking for descriptive words associated with a setting.</p> <p>Skim for gist.</p> <p>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</p> <p>Identify how language, structure and presentation</p>

			<p>Quickly appraise a text to evaluate usefulness.</p> <p>Navigate texts in print and on screen.</p>	<p>points, glossary, diagrams.</p> <p>Scan for dates, numbers and names.</p> <p>Explain how paragraphs are used to order or build up ideas, and how they are linked.</p> <p>Navigate texts to locate and retrieve information in print and on screen.</p>	<p>Distinguish between statements of fact or opinion within a text.</p>	<p>contribute to meaning e.g. persuasive leaflet, balanced argument.</p> <p>Distinguish between statements of fact or 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 text book.</p>
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Discuss and evaluate how authors use language including figurative language, considering the impact on the reader:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their</p>	<p>Introduce and discuss new vocabulary.</p>	<p>Identify, discuss and collect favourite words and phrases.</p>	<p>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</p>	<p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</p>	<p>Explore, recognise and use the terms metaphor, simile, imagery.</p> <p>Explain the effect on the reader of the authors' choice of language.</p>	<p>Explore, recognise and use the terms personification, analogy, style and effect.</p> <p>Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</p>



experiences of books.						
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Participating in discussions about what is read to them and books they have read independently, taking turns and listening to what others say:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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>To join in with repeated refrains in rhymes and stories.</p>	<p>Listen to what others say.</p> <p>Take turns.</p> <p>Give opinions and support with reasons e.g. Hansel was clever when he put stones in his pocket.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Make contributions in whole class and group discussions.</p> <p>Listen and respond to contributions from others.</p> <p>Give opinions and support with reasons e.g. Was Goldilocks a good or bad character? Consider other points of view.</p>	<p>Develop and agree on rules for effective discussion.</p> <p>Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups.</p>	<p>Develop, agree on and evaluate rules for effective discussion.</p> <p>Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups.</p>	<p>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.</p> <p>Explain and discuss their understanding of what they have</p>	<p>Participate in discussions about books building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and</p>

	<p>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</p>				<p>read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:          Preparing formal presentations individually or in groups.</p> <p>Participate in debates on an issue related to reading (fiction or nonfiction).</p> <p>Provide reasoned justifications for their views.</p>	<p>debates, maintaining a focus on the topic and using notes where necessary by:          Preparing formal presentations individually or in groups.</p> <p>Use notes to support presentation of information.</p> <p>Respond to questions generated by a presentation.</p> <p>Participate in debates on issues related to reading.</p>
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