

HAYES MEADOW PRIMARY SCHOOL



ENGLISH KNOWLEDGE AND SKILLS

READING PROGRESSION DOCUMENT

YEAR 1 – Working at the Expected Standard

Word Reading

- 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 accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Working at Greater Depth

- Read accurately and confidently words of 2 or more syllables
- Talk about favourite authors or genre of books
- Can predict what happens next in familiar stories
- Happy to read aloud in front of others
- Tell someone about likes and dislikes related to a story they have had read to them
- Read a number of signs and labels in the environment drawing from phonic knowledge when doing so
- Is aware of mistakes made because reading does not make sense
- Re-read a passage if unhappy with own comprehension
- Growing awareness of how non-fiction texts are organised
- Use illustrations as an important feature in aiding reading

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing 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
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting 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

YEAR 2 - Working at the Expected Standard

Word Reading

- 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
- reread these books to build up their fluency and confidence in word reading

Working at Greater Depth

- Enhance meaning through expression and intonation
- Identify and comment on main characters in stories and the way they relate to one another
- Self-correct, look backwards and forwards in the text and search for meaning
- Comment on the way characters relate to one another
- Show understanding of the main points of the text and re-tell the story
- Make sensible predictions about what is likely to happen in the story and to different characters
- Know how suspense and humour is built up in a story, including the development of the plot
- Recognise similarities in the plot or characters within different stories
- Extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary
- Read poetry, using intonation and expression and handle humour appropriately when needed

Comprehension

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

- 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

understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing 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 inferences on the basis of what is being said and done
- answering and asking questions
- predicting 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

YEAR 3 - Working at the Expected Standard

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Working at Greater Depth

- Skim materials and note down different views and arguments
- Pause appropriately in response to punctuation and/or meaning
- Justify predictions by referring to the story
- Begin to find meaning beyond the literal, eg. the way impressions of people are conveyed through choice of detail and language
- Read ahead to determine direction and meaning in a story
- Investigate what is known about the historical setting and events and their importance to the story
- Deduce from the evidence in the text what characters are like
- Explore figurative language and the way it conveys meaning succinctly
- Identify the way a writer sets out to persuade
- Explore the relationship between a poet and the subject of a poem

Comprehension

develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

YEAR 4 - Working at the Expected Standard

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- know which books to select for specific purposes, especially in relation to science, history and geography learning
- identify some text type organisational features, for example, narrative, explanation, persuasion
- make connections with prior knowledge and experience

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Working at Greater Depth

- Read Locate and use information from a range of sources, both fiction and non-fiction
- Compare fictional accounts in historical novels with the factual account
- Appreciate the bias in persuasive writing, including articles and the advertisements
- Talk widely about different authors, giving some information about their backgrounds' and the type of literature they produce
- Use inference and deduction to work out the characteristics of different people from a story
- Compare the language in older texts with modern standard English
- Skim, scan and organise non-fiction information under different headings
- Refer to the text to support predictions and opinions
- Recognise complex sentences
- Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest

YEAR 5 - Working at the Expected Standard

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet

Working at Greater Depth

- Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, Evidence, explanation. (PEE)
- Adapt own opinion in the light of further reading or others' ideas
- Identify formal and informal language
- Know the features of different narrative text types, for example, adventure, fantasy, myths
- Compare texts by different writers on the same topic
- Summarise key information from different texts
- Empathise with different character's points of view
- Infer meaning using evidence from the text and wider reading and personal experience
- Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader
- Explain how punctuation marks the grammatical boundaries of sentences and gives meaning
- Know how the way a text is organised supports the purpose of the writing
- Use scanning and text marking to find and identify key information

Comprehension

maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning 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

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

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

YEAR 6 - Working at the Expected Standard

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet

Working at Greater Depth

- Explain the structural devices used to organise a text
- Comment on the structural devices used to organise the text
- Read several texts on the same topic to find and compare information
- Explain the main purpose of a text and summarise it succinctly
- Draw inferences from subtle clues across a complete text
- Recognise the impact of the social, historical, cultural on the themes in a text
- Comment on the development of themes in longer novels
- Compare and contrast the styles of different writers with evidence and explanation
- Evaluate the styles of different writers with evidence and explanation
- Prepare poems and play to read aloud and to perform, using body language, tone, pitch and volume to engage the audience
- Compare and contrast the language used in to different texts
- Identify the grammatical features/ techniques used to create mood, atmosphere, key messages, attitudes
- Evaluate the impact of the grammatical features/ techniques used to create mood, atmosphere, key messages, attitudes
- Identify how writers manipulate grammatical features for effect
- Analyse why writers make specific vocabulary choices
- Give a personal response to a range of literature and non- fiction texts, stating preferences and justifying them
- Explain how and why a text has impact on a reader
- Identify how characters change during the events of a longer novel
- Explain the key features, themes and structure in texts by the same and different writers
- Explain the author’s viewpoint in a text and present an alternative point of view
- Explain an opinion, referring to the text to justify it; point, evidence and explanation (PEE)
- Present a counter-argument in response to others’ points of view using evidence from the text and explanation (PEE)
- Use a combination of skimming, scanning and text marking to find and collate information
- Re-present collated information

Comprehension

Maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning 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

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

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

