



Reading Progression of Knowledge and Skills

The national curriculum for reading aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Reading Progression of Knowledge and Skills - EYFS & Key Stage 1

Sonar ELG NC Teacher Assessment Framework	Reception-	Year 1	Year 2
Word Reading	Use phonic knowledge to decode regular words. Read regular words aloud accurately. Read some common irregular words.	Apply phonic knowledge to decode. Respond with correct sound to graphemes for all 40+ phonemes. Blend sounds in unfamiliar words containing GPCs already taught. Read common exception words. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read other words of more than one syllable. Read words with contractions and understand role of apostrophe. Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency.	Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency. Read accurately (words of two or more syllables) by blending sounds, recognising alternative sounds for graphemes. Read words containing common suffixes. Read further common exception words.
End of Key Stage Expectations (taken from the National Curriculum and EYFS Early Learning Goals)	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	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	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.

		<p>unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>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.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</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 fluency and confidence in word reading.</p>
<p>Comprehension</p>	<p>Read and understand simple sentences.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>	<p>Listen to a wide range of challenging stories, poems and non-fiction.</p> <p>Discuss these and make links to own experiences drawing on what they know.</p> <p>Become familiar with and retell key stories, fairy stories and traditional tales.</p> <p>Join in with predictable phrases.</p> <p>Recite some poems/rhymes by heart.</p> <p>Discuss meanings of new words/vocab provided.</p> <p>Self-check to make sure text makes sense.</p> <p>Discuss significance of titles/events.</p> <p>Predict and infer based on what they know and the text.</p> <p>Take turns to explain their understanding.</p> <p>Retrieve and record information from non-fiction.</p> <p>Take turns in high-quality discussions about what they have heard/read.</p>	<p>Discuss sequence of events in books.</p> <p>Read a wider range of fairy stories, traditional tales and recognise simple recurring language.</p> <p>Discuss and clarify meaning of new words/phrases.</p> <p>Continue to learn/present poems by heart.</p> <p>Self-check to make sure text makes sense.</p> <p>Make predictions and inferences.</p> <p>Ask and answer questions.</p> <p>Participate in discussions about texts, explaining their understanding.</p> <p>Retrieve and record information from non-fiction.</p> <p>Take turns in high-quality discussions about what they have heard/read.</p>

**End of Key Stage Expectations
(taken from the National Curriculum
and EYFS Early Learning Goals)**

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

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 read 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.

Pupils should be taught to:
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;

		<p>Explain clearly their understanding of what is read to them.</p>	<p>predicting what might happen on the basis of what has been read so far.</p> <p>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.</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>End of Key Stage Expectations for reading (taken from the Teacher Assessment Framework for KS1)</p>	<p>Working at the expected standard:</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words*. <p>In age-appropriate¹ books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words² • sound out most unfamiliar words accurately, without undue hesitation. <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read. <p>Working at greater depth within the expected standard:</p> <p>The pupil can, in a book they are reading independently:</p> <ul style="list-style-type: none"> • make inferences • make a plausible prediction about what might happen on the basis of what has been read so far • make links between the book they are reading and other books they have read. 		

Reading Progression of Knowledge and Skills - Key Stage 2

Sonar NC Teacher Assessment Framework	Year 3	Year 4	Year 5	Year 6
Word Reading	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words. Read further exception words. Note unusual correspondence between spelling and sound.		Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words.	
End of Key Stage Expectations (taken from the National Curriculum)	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 (See English National Curriculum Document), 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.		Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 (See English National Curriculum Document), both to read aloud and to understand the meaning of new words that they meet.	

<p>Comprehension</p>	<p>Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories. Retell some stories orally. Read books that are structured in different ways. Use dictionaries to check meanings. Identify themes and conventions. Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action). Recognise different forms of poetry. Discuss words and phrases that capture the reader's interest. Ask questions to improve understanding of text. Infer characters' feelings, thoughts and motives and justify using evidence. Predict what might happen from details stated and implied. Identify main ideas across paragraphs and summarise these. Take turns in high-quality discussions about what they have heard/read. Retrieve and record information from non-fiction.</p>	<p>Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories. Identify and discuss themes and conventions. Ask questions to improve understanding of text. Evaluate authors' use of figurative language. Read books that are structured in different ways. Make comparisons within and across books. Infer characters' feelings, thoughts and motives and justify using evidence. Distinguish between fact and opinion. Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures. Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning). Summarise main ideas identifying key details. Retrieve, record and present information. Recommend books to peers and give reasons. Discuss and explore meanings of words in context. Identify how language, structure and presentation contribute to meaning. Discuss books and courteously challenge others' opinions.</p>
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End of Key Stage Expectations (taken from the National Curriculum)

Develop positive attitudes to reading and 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 English - key stages 1 and 2 26 Statutory requirements;
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).

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 one 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.

Maintain positive attitudes to reading and 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 one 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.

