FEDERATION OF

FOLLIFOOT & SPOFFORTH

CHURCH OF ENGLAND PRIMARY SCHOOLS

Love Learn Thrive

<u>English - Reading</u>

<u>Knowledge and Skills Progression</u>

Word Reading - Decoding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Consolidate from YR and:	Consolidate from Y1 and:	Consolidate from Y2 and:	Consolidate from Y3 and:	Consolidate from Y4 and:	Consolidate from Y5 and:
30-50 months: To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. 40-60 months: To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. Early Learning Goals: To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.	Letters and Sounds Phases 4 to 5 Apply phonic knowledge as the route to decode words Read speedily all 40+ phonemes, including where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing taught GPC s Read common suffixes (-s, -es, -ing, -ed, etc.) Read words of more than one syllable containing taught GPCs Read contractions e.g. I'll , I'm, we'll and understand that the apostrophe represents the omitted letter(s) To read aloud accurately books that are consistent with developing phonics knowledge and that do not require them to use other strategies to work out words	Letters and Sounds Phase 6 Secure phonic knowledge and skills as the route to decode words until reading is fluent Read accurately by blending sounds in words that contain the graphemes taught so far, including alternative sounds for graphemes. Read accurately words of more than one syllable containing taught GPCs Read words containing common suffixes e.g. ness, ment, ful, ly Read most words quickly & accurately without overt sounding and blending.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-and auto-to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-and auto-to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

Word Reading – Common Exception Words and Fluency

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Consolidate from YR and:	Consolidate from Y1 and:	Consolidate from Y2 and:	Consolidate from Y3 and:	Consolidate from Y4 and:	Consolidate from Y5 and:
ELG: To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To read Y3/4 common exception words	To read Y3/4 common exception words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read the Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
	To accurately read texts that are consistent with their developing phonic knowledge that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. To begin to read silently	Begin to accurately and fluently read books written at an age appropriate interest level at a speed that is sufficient to enable a focus on understanding Read silently	Accurately and fluently read books written at an age appropriate interest level at a speed that is sufficient to enable a focus on understanding Read silently	Read silently for a sustained period of time	Read silently for a sustained period of time

Comprehension – Understanding the structure of texts

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Ensure that the complexity of texts is increased in Year R:	**Ensure that the complexity of texts is increased in Year 1:**	**Ensure that the complexity of texts is increased in Year 2:**	**Ensure that the complexity of texts is increased in Year 3:**	**Ensure that the complexity of texts is increased in Year 4:**	**Ensure that the complexity of texts is increased in Year 5:**
Begin to be aware of the way stories are structured	Be introduced to a variety of non-fiction books

Distinguish the difference between fiction and non-fiction texts and discuss the different purposes for reading them

Sort non-fiction books into those with similar content and structure

Identify simple non-fiction features that support the structure of the text (e.g. labels, titles and captions)

Discuss the sequence of events in a story and identify the beginning, middle and end

Discuss a poem's pattern (e.g. poems with repeating patterns or lines) | Be introduced to non-fiction books that are structured in different ways

Identify non-fiction features that support the structure of the text (e.g. sub-headings, contents, glossary, captions, text boxes, diagrams)

Discuss the sequence of events in books (including identifying the stage of a story) and how items of information are related

Recognise the structure and/ or patterns of some simple forms of poetry (e.g. list poems, question and answer poems, simple rhyming poetry) | Be introduced to non-fiction books that are structured in different ways

Identify non-fiction features that support the structure of the text (e.g. sub-headings, contents, glossary, captions, text boxes, diagrams)

Discuss the sequence of events in books (including identifying the stage of a story) and how items of information are related

Recognise the structure and/ or patterns of some simple forms of poetry (e.g. list poems, question and answer poems, simple rhyming poetry) | Read books that are structured in different ways

Identify non-fiction features that support the structure of the text

Sequence the main events in longer stories into stages

Recognise some different forms of poetry (e.g. free verse, narrative poetry, haiku, limericks, cinquains, kennings) | Read books that are structured in different ways

Recognise that different text types use different features to support the structure

Sequence the main events in longer stories into stages and identify how writers use more complex structures that do not have simple linear chronology (e.g. flashbacks, and time slip)

Recognise and compare an increasing range of poetry structures (e.g. free verse, narrative poetry, quatrain, tanka) | Read books that are structured in different ways

Recognise that different text types use different features to support the structure

Sequence the main events in longer stories into stages and identify how writers use more complex structures that do not have simple linear chronology (e.g. flash forwards, back story, parallel narratives)

Recognise and compare an increasing range of poetry structures (e.g. free verse, narrative poetry, sonnets, renga, ballad, monologues, couplets) and comment on how their structure influences meaning |

Comprehension – Understanding the Text						
EYFS	**Year 1** **Ensure that the complexity of texts is increased in Year R:**	**Year 2** **Ensure that the complexity of texts is increased in Year 1:**	**Year 3** **Ensure that the complexity of texts is increased in Year 2:**	**Year 4** **Ensure that the complexity of texts is increased in Year 3:**	**Year 5** **Ensure that the complexity of texts is increased in Year 4:**	**Year 6** **Ensure that the complexity of texts is increased in Year 5:**
Suggest how a story might end	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher Discuss the significance of the title and events Participate in discussion about what is read to them, taking turns and listening to what others say. Answer literal, inferential and evaluative comprehension questions Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher Use active reading strategies including checking the text makes sense to them as they read; correcting inaccurate reading Answer literal, inferential and evaluative comprehension questions Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher Use active reading strategies including checking the text makes sense to them as they read; discussing their understanding; explaining the meaning of the words in context; asking questions to improve their understanding of a text Answer literal, inferential and evaluative comprehension questions Identify how language structure and presentation contribute to meaning Participate in discussions about both books that are read to them and those they can read for themselves	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher Use active reading strategies including checking the text makes sense to them as they read; discussing their understanding; explaining the meaning of the words in context; asking questions to improve their understanding of a text Answer literal, inferential and evaluative comprehension questions Identify how language structure and presentation contribute to meaning Participate in discussions about both books that are read to them and those they can read for themselves	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher Use active reading strategies including checking the text makes sense to them as they read; discussing their understanding; explaining the meaning of the words in context; asking questions to improve their understanding of a text Answer literal, inferential and evaluative comprehension questions and evaluate comprehension questions by making point, plus giving evidence plus elaboration Identify how language structure and presentation contribute to meaning Participate in discussions about both books that are read to them and those they can read for themselves, build on their own ideas and challenge views courteously Provide reasoned justifications for their view	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher Use active reading strategies including checking the text makes sense to them as they read; discussing their understanding; explaining the meaning of the words in context; asking questions to improve their understanding; reading ahead to locate clues to support understanding Answer literal, inferential and evaluative comprehension questions and evaluate comprehension questions by making point, plus giving evidence plus elaboration Identify how language structure and presentation contribute to meaning Distinguish statements of fact and opinion Participate in discussions about both books that are read to them and those they can read for themselves, build on their own ideas and challenge views courteously Provide reasoned justifications for their views

Comprehension – Understanding the themes, conventions and content of texts

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Ensure that the complexity of texts is increased in Year R:	**Ensure that the complexity of texts is increased in Year 1:**	**Ensure that the complexity of texts is increased in Year 2:**	**Ensure that the complexity of texts is increased in Year 3:**	**Ensure that the complexity of texts is increased in Year 4:**	**Ensure that the complexity of texts is increased in Year 5:**
Describe main story setting, events and principal characters

Listen to and join in with stories, on to one and also in small groups

Sequence, retell a simple well-known story, event or rhyme (using actions) and recognise rhythm in spoken words | Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics and retell in a range of contexts(e.g. small world, role play, puppets, storytelling)

Recognise and join in with predictable phrases/ story language (e.g. typical phrases for fairy story openings, patterns, and repetition to support oral retelling)

Recognise the elements of stories (e.g. main events, main characters and whether they are good and bad, settings) | Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Continue to retell in a range of contexts

Recognise simple recurring literary language in stories and poetry (e.g. typical phrases or expressions)

Recognise typical settings (e.g. forest for a fairy story) and characters (e.g. good and bad and what typically happens to them) | Increase familiarity with a wide range of books, including less familiar fairy stories, fables and folk tales (e.g. Grimm's fairy tales, fables and folk tales, Rudyard Kipling and 'Just So' stories) and retell some of these orally

Identify themes and conventions in a wide range of books (e.g. typical characters; use of magical devices in fairy stories and folk tales; the triumph of good over evil or weak over strong; the different conventions of non-fiction writing (e.g. the greeting and sign off in a letter) | Increase familiarity with a wide range of books, including less familiar fairy stories, myths and legends and retell some of these orally

Identify themes and conventions in a wide range of books (e.g. safe and dangerous; just and unjust; origins of the earth in creation stories; the conventions of different types of non-fiction writing e.g. a diary written in the first person) and make simple connections between texts | Increase familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions

Identify and discuss themes and conventions in and across a wide range of writing (e.g. loss; heroism, friendship, types of non-fiction writing e.g. newspaper reports, how a common theme is presented in different genres e.g. pollution in poetry, narrative and other media)

Make comparisons within books (e.g. settings; themes; different characteristics of main characters; characters viewpoints of same events) | Increase familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions

Identify and discuss themes and conventions in and across a wide range of writing (e.g. characters that challenge stereotypes; the conventions of different types of non-fiction writing e.g. in biographies and autobiographies.

Make comparisons within and across books (e.g. settings; themes; different accounts of similar events in different books for example being an evacuee in 'Carrie's War' and in 'Goodnight Mr. Tom'; viewpoints of different authors of the same event. |

Comprehension – Performing Poetry and Play scripts

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Ensure that the complexity of texts is increased in Year R:	Ensure that the complexity of texts is increased in Year 1:	Ensure that the complexity of texts is increased in Year 2:	Ensure that the complexity of texts is increased in Year 3:	Ensure that the complexity of texts is increased in Year 4:	Ensure that the complexity of texts is increased in Year 5:
Listen to and join in with stories and poems, one to one and also in small groups

Recognise rhythm in spoken words

Sequence/ retell a simple, well-known rhyme (using actions) | Learn to appreciate rhymes and poems, and to recite some by heart.

Perform poetry in unison, following rhythm and keeping time

Imitate and invent actions to accompany poetry | Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Perform poetry individually or together; speak audibly and clearly | Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Perform poetry individually or together; experiment with expression and use pauses for effect | Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Perform poetry individually or together; varying pace | Learn a wider range of poetry by heart

Prepare poems and play scripts to read aloud and to perform, individually or together showing understanding through intonation, tone, and volume so that the meaning is clear to an audience

Use appropriate interaction between characters in play scripts (e.g. body language, facial expressions, tone of voice) | Learn a wider range of poetry by heart

Prepare poems and play scripts to read aloud and to perform individually and together showing understanding through intonation, tone, and volume so that the meaning is clear to an audience

Use appropriate interaction between characters in play scripts (e.g. body language, facial expressions, tone of voice) |

Comprehension – Understanding the use of language						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Ensure that the complexity of texts is increased in Year R:	**Ensure that the complexity of texts is increased in Year 1:**	**Ensure that the complexity of texts is increased in Year 2:**	**Ensure that the complexity of texts is increased in Year 3:**	**Ensure that the complexity of texts is increased in Year 4:**	**Ensure that the complexity of texts is increased in Year 5:**
Show awareness of and enjoy alliteration, rhyme and rhythmic activities and continue a rhyming string

Use forms of speech that are increasingly influenced by their experiences of books | Discuss favourite words and phrases in poems and stories

Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to | Identify, discuss and collect their favourite words and phrases and give reasons for choice (e.g. alliteration, humorous phrases)

Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to | Identify, discuss and collect words and phrases that and imagination

Identify why authors/ poets have used particular language

Pupils should be taught to understand what they read in books they can read independently and respond by making point +giving evidence | Identify, discuss and collect words and phrases that and imagination

Identify why authors/ poets have used particular language (e.g. similes to create pictures and alliteration and rhyme to create sound effects)

Pupils should be taught to understand what they read in books they can read independently and respond by making point +giving evidence | Identify, discuss and collect words and phrases that and imagination

Discuss and evaluate how authors use language including figurative language, considering the impact on the reader (e.g. explore, recognise and use the terms metaphor, simile and imagery; explain the effect of humorous language choices)

Pupils should be taught to understand what they read and respond by making a point +giving evidence+ elaborating | Identify, discuss and collect words and phrases that and imagination

Discuss and evaluate how authors use language including figurative language, considering the impact on the reader (e.g. explore, recognise and use the terms personification, analogy, style and effect; explain the effect of unusual, surprising or dramatic language choices)

Pupils should be taught to understand what they read and respond by making a point +giving evidence+ elaborating |

Comprehension – Vocabulary and Inference

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Ensure that the complexity of texts is increased in Year R:	**Ensure that the complexity of texts is increased in Year 1:**	**Ensure that the complexity of texts is increased in Year 2:**	**Ensure that the complexity of texts is increased in Year 3:**	**Ensure that the complexity of texts is increased in Year 4:**	**Ensure that the complexity of texts is increased in Year 5:**
Use vocabulary that is increasingly influenced by their experiences of books	Discuss word meanings, linking new meanings to those already known	Discuss and clarifying the meanings of words, linking new meanings to known vocabulary

Use picture dictionaries to check the meanings of words they have read/ heard read

Use morphology to work out the meaning of unfamiliar words e.g. prefixes | Use dictionaries to check the meaning of words that they have read

Use morphological and etymological knowledge to work out the meaning of unknown words, including distinguishing shades of meaning among related words | Use dictionaries to check the meaning of words that they have read

Use morphological and etymological knowledge to work out the meaning of unknown words, including distinguishing shades of meaning among related words | Use dictionaries to check the meaning of words that they have read

Use morphological and etymological knowledge to work out the meaning of unknown words

Infer meanings of unfamiliar words | Use dictionaries to check the meaning of words that they have read

Use morphological and etymological knowledge to work out the meaning of unknown words

Infer meanings of unfamiliar words
Discuss and evaluate how authors use language including figurative language, considering the impact on the reader |
| To begin to understand 'why' and 'how' questions.

To answer 'how' and 'why' questions about their experiences and in response to stories or events. | Make inferences on the basis of what is being said and done

Develop inference though use of pictures | Make inferences on the basis of what is being said and done

Develop inference to work out what time of day it is, where the story is set

Use inference to understand what has prompted a characters behaviour | Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence | Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence | Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence. | Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence. |

Comprehension – Prediction and Explanation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Ensure that the complexity of texts is increased in Year R:	Ensure that the complexity of texts is increased in Year 1:	Ensure that the complexity of texts is increased in Year 2:	Ensure that the complexity of texts is increased in Year 3:	Ensure that the complexity of texts is increased in Year 4:	Ensure that the complexity of texts is increased in Year 5:
To anticipate key events and phrases in rhymes and stories.

To suggest how a story might end. | Predict what might happen on the basis of what has been read so far

Make simple predictions about what might happen next in stories based on knowledge of other stories and their own experiences | Predict what might happen on the basis of what has been read so far

Make predictions based on knowledge of typical setting and what is likely to happen in them and typical characters and how they are likely to behave

Make predictions using experience of reading books by the same author | Predict what might happen from details stated and implied (e.g. use descriptions of a characters appearance to make predictions about how they might behave or what they might say)

Make predictions using experience of reading books by the same author | Predict what might happen from details stated and implied (e.g. about how a character will act in a particular setting or in response to an event and whether it was unexpected)

Make predictions using experience of reading books by the same author | Predict what might happen from details stated and implied

Make predictions based on the mood/ atmosphere changes that the author has created (e.g. predict that something bad is about to happen because the mood changes when all goes quiet and the light goes out)

Make predictions using experience of reading books by the same author or similar genres (e.g. predict the plot structure of an adventure story and what might happen to the main character based on reading other adventure stories) | Predict what might happen from details stated and implied

Make predictions using experience of reading books by the same author or similar genres (e.g. predict how characters will act in a 'classic' text based on understanding or=f the period in which the story is set) |
| | Explain clearly their understanding of what is read to them | Explain clearly their understanding of what is read to them
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | Explain and discuss their understanding of books, poems and other materials | Explain and discuss their understanding of books, poems and other materials | Explain and discuss their understanding what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary | Explain and discuss their understanding what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary |

Comprehension – Retrieval and summarising

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Ensure that the complexity of texts is increased in Year R:	Ensure that the complexity of texts is increased in Year 1:	Ensure that the complexity of texts is increased in Year 2:	Ensure that the complexity of texts is increased in Year 3:	Ensure that the complexity of texts is increased in Year 4:	Ensure that the complexity of texts is increased in Year 5:
Know that information can be retrieved from books and computers	Develop their knowledge of retrieval through images. Locate page showing specific information	Lo cate pages showing specific information in fiction and non-fiction Ask and answer retrieval questions Scan a short section of text for a key word	Retrieve and record information from nonfiction Scan for key words to retrieve information from a simple point of reference in a text e.g. a paragraph, verse, poem or page	Retrieve and record information from nonfiction Scan for key words to retrieve information from a simple point of reference in a text e.g. a paragraph, verse, poem or page	Retrieve and record information from nonfiction Apply information retrieval skills in other subjects Scan for key words to retrieve information from a simple point of reference in a text from more than one point of reference	Retrieve and record information from nonfiction Apply information retrieval skills in other subjects and for own personal use/ research Scan for key words to retrieve information from a simple point of reference in a text from more than one point of reference
To begin to be aware of the way stories are structured To follow a story without pictures or props To describe main story settings, events and principal characters.	Identify the main idea of a text To retell familiar stories orally To sequence the events of a story they are familiar with	To discuss the sequence of events in books and how items of information are related Identify the main idea of a text	Identify and summarise the main ideas of a paragraph	Identify and summarise the main ideas from more than one paragraph	Summarise the main ideas from more than one paragraph, identify key details that support the main ideas Summarise and present a familiar story in their own words	Summarise the main ideas from more than one paragraph, identify key details that support the main ideas Summarise and present a familiar story in their own words Summarise information from more than one text.