

Parkwood Primary School Reading Skills and Knowledge Progression

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being a Reader	<p>Fluency Read and understand simple sentences.</p> <p>Re-read simple texts, consistent with phonic knowledge, to build up fluency.</p>	<p>Fluency Read accurately texts which are consistent with their phonic knowledge.</p> <p>Re-read texts to build up confidence and fluency in word reading.</p>	<p>Fluency Read aloud books, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Read words accurately and fluently with over 90 words per minute in an age-related text.</p> <p>Re-read these books to build up fluency and confidence.</p>	<p>Fluency Read 90 -120 words per minute.</p> <p>Develop fluency using whole class/group choral and echo reading.</p> <p>Re- read known texts/extracts to develop confidence and fluency.</p>	<p>Fluency Read silently and aloud, reading fluently enough to gain meaning, re-reading where necessary.</p> <p>Use expression confidently when reading aloud.</p>	<p>Fluency Read silently, recognising words automatically and grouping words quickly to help them gain meaning from what they read.</p> <p>Read aloud effortlessly and with expression. Reading sounds natural, as if speaking.</p>	<p>Fluency Read silently, recognising words automatically and grouping words quickly to help them gain meaning from what they read.</p> <p>Read aloud effortlessly and with expression. Reading sounds natural, as if speaking.</p>
Word Reading	<p>Decoding Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>Decoding Decode words using phonic skills. Blend sounds in unfamiliar words using the GPCs that they have been taught.</p>	<p>Decoding Decode words using phonic skills until automatic decoding has become embedded and reading is fluent.</p>	<p>Decoding Decodes new words, testing out different pronunciations and corrects where needed, based on own experience.</p>	<p>Decoding Decodes new words, testing out different pronunciations and corrects where needed, based on own experience.</p>	<p>Decoding Reads most words effortlessly and focusses on all the letters in a word to ensure it is read correctly. Sight Vocabulary</p>	<p>Decoding Reads most words effortlessly and focusses on all the letters in a word to ensure it is read correctly.</p>

	<p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Decode simple regular words using phonics and read them accurately.</p> <p>Sight Vocabulary</p> <p>Read some sight words linked to RWI stage.</p>	<p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. Read words containing taught GPCs.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Sight Vocabulary and Root words</p> <p>Read words containing -s, -es, -ing, -ed and -est endings. Read words with contractions, e.g. I'm, I'll and we'll.</p> <p>Read common exception</p>	<p>Blend the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read most words of two or more syllables.</p> <p>Sight Vocabulary and Root words</p> <p>Read most words containing common suffixes.</p> <p>Read further common exception words.</p>	<p>Sight Vocabulary and Root Words</p> <p>Reads common exception words and applies a growing knowledge of root words, prefixes and suffixes.</p>	<p>Sight Vocabulary</p> <p>Reads common exception words noting unusual correspondences .</p> <p>Root Words/Prefixes/Suffixes</p> <p>Applies a growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.</p>	<p>Pays attention to both meaning and pronunciation of new vocabulary when reading themselves or being read to.</p> <p>Root Words/Prefixes/Suffixes</p> <p>Applies growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning new words.</p>	<p>Sight Vocabulary</p> <p>Pays attention to both meaning and pronunciation of new vocabulary when reading themselves or being read to.</p> <p>Root Words/Prefixes/Suffixes</p> <p>Accurately reads individual words key to the meaning of a sentence or paragraph (not reading invitation as imitation).</p> <p>Applies growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning new words.</p>
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		words linked to RWI stage.					
<p>Comprehension</p>	<p>Listens to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Shows understanding when talking with others about what they have read.</p> <p>Retells simple, familiar stories.</p>	<p>Joins in with discussions about a text, taking turns and listening to what others say.</p> <p>Recognises and joins in with predictable phrases.</p> <p>Explain their understanding of what is read to them.</p> <p>Inference Makes simple inferences.</p> <p>Prediction Predicts what might happen on the basis of what has been read so far.</p> <p>Links what they have read or have</p>	<p>Deduction Checks the text makes sense to them by discussing their understanding with an adult. Discusses and clarifies the meaning of words. Asks questions about a text.</p> <p>Inference Makes inferences on the basis of what is being said and done.</p> <p>Prediction Predicts what might happen on the basis of what has been read so far in a text.</p> <p>Purpose/Evaluation</p>	<p>Deduction Checks the text makes sense to them by discussing their understanding.</p> <p>Asks questions to clarify.</p> <p>Inference Infers characters' feelings thought and motives from their actions.</p> <p>Justifies their inferences with evidence from the text.</p> <p>Prediction Predicts what might happen from details stated and implied.</p> <p>Purpose/Evaluation Demonstrates an understanding</p>	<p>Deduction Checks the text makes sense to them by discussing their understanding.</p> <p>Asks questions to clarify.</p> <p>Inference Infers characters' feelings thought and motives from their actions.</p> <p>Justifies their inferences with evidence from the text.</p> <p>Prediction Predicts what might happen from details stated and implied.</p> <p>Purpose/Evaluation Demonstrates an understanding of figurative language.</p>	<p>Deduction Checks the text makes sense to them by discussing their understanding.</p> <p>Asks questions to clarify.</p> <p>Inference Infers characters' feelings thought and motives from their actions.</p> <p>Justifies their inferences with multiple pieces of evidence from the text.</p> <p>Prediction Predicts what might happen from details stated and implied.</p> <p>Purpose/Evaluation Discusses and evaluates how authors use language to</p>	<p>Deduction Checks the text makes sense to them by discussing their understanding.</p> <p>Asks questions to clarify.</p> <p>Inference Infers characters' feelings thought and motives from their actions.</p> <p>Justifies their inferences with multiple pieces of evidence from the text.</p> <p>Prediction Predicts what might happen from details stated and implied.</p> <p>Purpose/Evaluation Discusses and evaluates how authors use language to</p>

		read to them to their own experiences.	<p>Recognises simple recurring literary language in stories and poetry.</p> <p>Discusses the sequence of events in books.</p> <p>Makes links between the text they are reading and other texts they have read.</p>	<p>of figurative language.</p> <p>Identifies how language structure and presentation contribute to meaning.</p> <p>Identifies and summarises main ideas drawn from text.</p> <p>Reads for different purposes, engaging with books structured in different ways.</p>	<p>Identifies how language structure and presentation contribute to meaning.</p> <p>Identifies and summarises main ideas drawn from text.</p> <p>Reads for different purposes, engaging with books structured in different ways.</p>	<p>impact on the reader.</p> <p>Make comparisons within and across books.</p> <p>Summarises main ideas identifying key details that support this.</p> <p>Distinguishes between statements of fact and opinion.</p> <p>Reads for different purposes engaging with books structured in different ways.</p>	<p>impact on the reader.</p> <p>Make comparisons within and across books.</p> <p>Summarises main ideas identifying key details that support this.</p> <p>Distinguishes between statements of fact and opinion.</p> <p>Reads for different purposes engaging with books structured in different ways.</p>
<p>Reading for Pleasure</p> <p>Listening to and discussing texts</p> <p>Comparing, contrasting</p>	<p>Learn new vocabulary and use throughout the day (C and L)</p> <p>Ask questions to find out more and to check they</p>	<p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently .</p>	<p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently</p>	<p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions</p>	<p>Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences</p>	<p>Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional</p>



<p>& commenting</p>	<p>understand what has been said to them. (C and L)</p> <p>Engage in story times (C and L)</p> <p>Listen to and talk about stories to build familiarity and understanding (C and L).</p>	<p>Identify similarities and differences between texts.</p> <p>Link what they have read or have read to them to their own experiences.</p> <p>Retells familiar stories, fairy stories and traditional tales, in increasing detail.</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Discuss the significance of titles and events.</p>	<p>) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p>	<p>Use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Increase their familiarity with a wide range of books, including myths and legends, and retelling some of these orally.</p>	<p>in a wide range of books.</p> <p>Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Increase their familiarity with a wide range of books, including myths and</p>	<p>between text types.</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>Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Recommend texts to peers based on personal choice.</p> <p>Increase their familiarity with a range of books, including myths, legends and traditional stories, modern</p>	<p>stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recognise more complex themes in what they read (such as loss or heroism).</p> <p>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.</p> <p>Listen to guidance and feedback on the quality of their explanations and contributions to</p>
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					legends, and retelling some of these orally.	fiction, fiction from our literary heritage and books from other cultures and traditions.	discussions and to make improvements when participating in discussions. Draw out key information and to summarise the main ideas in a text. Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. Compare characters, settings and themes within a text and across more than one text. Recommend texts to peers, giving reasons
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							for their choices.
							Provide reasoned justification for their views.
Developing Vocabulary Words in Context and Authorial Choice	Build up vocabulary that reflects the breadth of their experiences . Extend vocabulary by exploring the meaning and sounds of new words.	Discuss word meaning and link new meanings to those already known. Draw on what they already know or on background knowledge and vocabulary provided by the teacher.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Discuss authors' choice of words and phrases for effect. Identify vocabulary that captures the reader's interest.	Discuss vocabulary used to capture readers' interest and imagination	Discuss vocabulary used by the author to create effect including figurative language. Evaluate the use of authors' language and explain how it has created an impact on the reader.	Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. Identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.
Poetry and Performance	Listen carefully to rhymes and songs, paying attention to	Learn further rhymes, poems and songs.	Continue to build up a repertoire of poems learnt by heart, appreciating	Prepare and perform poems and play scripts that show some appropriate intonation to	Recognise and discuss some different forms of poetry (e.g. free verse or	Continually show an awareness of audience when reading poems out loud using intonation, tone,	Confidently perform texts (including poems learnt by heart) using a wide range of

	<p>how they sound (C and L). Learn rhymes, poems and songs (C and L). Develop storylines in their pretend play (EAD).</p>	<p>Recite simple poems by heart.</p> <p>Discuss a wide range of poems</p>	<p>these and reciting some with awareness of the audience when reading aloud.</p>	<p>make the meaning clear.</p> <p>Begin to use appropriate intonation and volume when reading aloud.</p>	<p>narrative poetry).</p> <p>Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>volume and action.</p>	<p>devices to engage the audience and for effect.</p>
<p>Non-fiction Structure and organisation</p>	<p>Engage in non-fiction books (C and L).</p> <p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary (C and L).</p>	<p>Discuss a wide range of nonfiction books.</p> <p>Discuss the significance to the title and/or headings.</p>	<p>Recognise that non-fiction books are often structured in different ways.</p> <p>Discuss how items of information are related.</p>	<p>Retrieve and record information from non-fiction texts.</p> <p>Begin to use dictionaries to check the meaning of words they have read.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and nonfiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science) and in contexts where pupils are genuinely motivated to find out information.</p>