

## St Mary's Horsforth Catholic Voluntary Academy Knowledge Progression for Reading

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading</b>	<p>They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. Children read and understand simple sentences.</p>	<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>Read words containing common suffixes</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> <li>Revise and consolidate the GPC's and the common exception words taught in reception.</li> <li>Practice reading unfamiliar words by sounding and blending (teachers to explain meaning to develop vocab)</li> <li>Begin to read words with suffixes by being helped to build on the root words they can already read.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>Read words containing common suffixes</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> <li>Revise and consolidate the GPCs and common exception words taught in year 1</li> <li>Understand syllable boundaries and how to read each syllable separately before combining them to read the word</li> <li>Know how to read some suffixes by building on the root word that they already know</li> <li>Ample practice in reading books that are closely matched to their phonic knowledge and knowledge of common exception words</li> <li>Have had the opportunity to select their own book and have been taught how to do so</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>Can test out different pronunciations of words (with support)</li> <li>Attempts to match what they decode to words they have already heard before but not seen in print</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Pupils have no need for further direct teaching of word reading skills</li> <li>Be able to focus on all the letters in a word so they don't mistake one word for another familiar word e.g. reading 'imitation' as 'invitation'</li> </ul>		

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<b>Comprehension</b>	<b>Developing a positive attitude</b>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<ul style="list-style-type: none"> <li>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</li> <li>Discussing the sequence of events in books and how items of information are related</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Recognising simple recurring literary language in stories and poetry</li> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>Experience of listening to, sharing and discussing a wide range of high quality books with adults as well as reading independently</li> <li>Listens frequently to stories, poems and non-fiction that they cannot yet read independently</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Recognising simple recurring literary language in stories and poetry</li> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Using dictionaries to check the meaning of words that they have read</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identifying themes and conventions in a wide range of books</li> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Discussing words and phrases that capture the reader's interest and imagination</li> <li>Recognising some different forms of poetry (for example, free verse, narrative poetry)</li> <li>Reading for pleasure</li> <li>Have had the opportunity to listen frequently to stories, poems, non-fiction etc including whole books and not just extracts in order to meet books they may not ordinarily choose themselves</li> <li>Had support in selecting books</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>Recommending books that they have read to their peers, giving reasons for their choices</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>Making comparisons within and across books</li> <li>Learning a wider range of poetry by heart</li> <li>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</li> <li>Had books read aloud to them in order to expose them to books and authors they may not ordinarily choose themselves</li> </ul>
	<b>Understanding what they have read</b>	<p>They demonstrate understanding when talking with others about what they have read. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what might happen on the basis of what has been read so far             <ul style="list-style-type: none"> <li>Vocabulary from books is beginning to feed into writing</li> </ul> </li> <li>Understands that there is a difference between fiction and non-fiction</li> <li>Beginning to understand the opinions of others e.g. through role play</li> </ul>	<ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what might happen on the basis of what has been read so far</li> <li>can check that the word they have read fits in with what else they have read and makes sense in the context</li> <li>beginning to use morphology to work out unknown words</li> <li>be able to consider the opinion of others</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Be able to recognise themes in what they read</li> <li>Know the conventions of different types of writing (e.g. the greetings in a letter, a diary written in first person narrator)</li> <li>Know how to use contents pages and indexes to locate information</li> <li>Take part in effective discussion</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Recognise themes in what they have read such as loss or heroism</li> <li>Can compare characters, consider different accounts of the same event and discuss viewpoints within a text and across more than one text</li> <li>Know about the different conventions of writing e.g. first person in diary entries and autobiographies.</li> <li>Know how to use contents pages and indexes to locate information</li> <li>Have skills of information retrieval</li> <li>Know how to compare characters, settings, themes and other aspects of what they have read</li> </ul>

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<p><b>Other</b></p>		<ul style="list-style-type: none"> <li>• 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</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• 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</li> <li>• 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</li> <li>• Provide reasoned justifications for their views.</li> </ul>
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