



Reading Knowledge and Skills Progression

	Decoding	Comprehension
Year 1	<p>*Respond speedily by saying or communicating the correct sound for all the letters of the alphabet</p> <p>*Blend the sounds for all letters of the alphabet into words</p> <p>*Sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences</p> <p>** Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes</p> <p>In a book closely matched to the GPCs as above, the pupil can:</p> <p>sound out many unfamiliar words accurately.</p> <p>** Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)</p> <p>**Read many common exception words.</p> <p>** In a book closely matched to the GPCs as above, read aloud many words quickly and accurately without overt sounding and blending</p>	<p>Infer - In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something. (same as Framework 'Working towards')</p> <p>Predict - With support can link own experiences to what they read.</p> <p>Make predictions about reading:</p> <p>-from a title and front cover of a book.</p> <p>-on the basis of what has been read so far</p> <p>Clarify - Discuss word meanings, making links to known vocabulary.</p> <p>Question - Raise simple questions about texts they read and that are read to them.</p> <p>Answer simple, information retrieval questions about texts.</p> <p>Summarise - Link title to key events in a text.</p> <p>Recognise and join in with predictable phrases.</p> <p>Retell familiar stories and rhymes and talk about their key features</p>
Year 2	<p>read accurately most words of two or more syllables</p> <p>read most words containing common suffixes*</p> <p>read most common exception words.*</p> <p>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</p> <p>sound out most unfamiliar words accurately, without undue hesitation.</p>	<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>GREATER DEPTH: 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.
Year 3	<p>Decode most new words outside of spoken vocabulary.</p> <p>Read longer words with support.</p> <p>Use the context of a sentence to read unfamiliar words.</p> <p>Self -correct consistently</p> <p>Read simple chapter books independently and silently.</p> <p>Read for a range of purposes independently.</p> <p>Choose appropriate texts with support.</p> <p>Demonstrate engagement with reading:</p> <p>-reading for sustained periods of time</p> <p>-complete books</p> <p>-engaging actively in book discussion</p> <p>-respond to reading in a written form</p>	<p>Infer</p> <p>Predict</p> <p>Clarify</p> <p>Question</p> <p>Summarise</p> <p>Identify language, structural and presentational features of texts</p> <p>Discuss words and phrases that engage the reader.</p> <p>Give extended explanations of the impact of language choices on meaning.</p> <p>Make connections</p> <p>Identify themes</p> <p>Identify conventions of genre</p>
Year 4	<p>Decode most new words outside of spoken vocabulary.</p> <p>Read longer words with support.</p> <p>Use the context of a sentence to read unfamiliar words.</p> <p>Self -correct consistently</p> <p>Read simple chapter books independently and silently.</p> <p>Read for a range of purposes independently.</p> <p>Choose appropriate texts with support.</p> <p>Demonstrate engagement with reading:</p> <p>-reading for sustained periods of time</p> <p>-complete books</p> <p>-engaging actively in book discussion</p> <p>-respond to reading in a written form</p>	<p>Infer</p> <p>Predict</p> <p>Clarify</p> <p>Question</p> <p>Summarise</p> <p>Identify language, structural and presentational features of texts</p> <p>Discuss words and phrases that engage the reader.</p> <p>Give extended explanations of the impact of language choices on meaning.</p> <p>Make connections</p> <p>Identify themes</p> <p>Identify conventions of genre</p>
Year 5	<p>Read age-appropriate books with confidence and fluency, including whole novels</p> <p>Use a range of reading strategies to work out any unfamiliar word.</p> <p>Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.</p> <p>Read a broader range of texts including those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading:</p> <ul style="list-style-type: none"> •reading for sustained periods of time •complete a wider range of more challenging and lengthier books •engage actively in book discussions with and without adult support. •respond to reading in a written form, beginning to develop a critical stance 	<p>Infer Use PEE (Point, Evidence, and Explanation) to support inferences.</p> <p>Predict</p> <p>Clarify</p> <p>Question</p> <p>Summarise</p> <p>Distinguish between fact and opinion.</p> <p>Discuss how the structural and presentational choices impact on meaning, theme and purpose.</p> <p>Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.</p> <p>Identify the themes and conventions of a range of texts.</p> <p>Discuss/comment on themes and conventions in different genres and forms.</p> <p>Make comparisons and contrasts within and across texts.</p> <p>Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.</p> <p>Provide reasoned justifications for opinions about a book</p>
Year 6	<p>Read age-appropriate books with confidence and fluency, including whole novels</p> <p>Use a range of reading strategies to work out any unfamiliar word.</p> <p>Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.</p> <p>Read a broader range of texts including those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading:</p> <ul style="list-style-type: none"> -reading for sustained periods of time -complete a wider range of more challenging and lengthier books -engage actively in book discussions with and without adult support. <p>Respond to reading in a written form, beginning to develop a critical stance</p>	<p>Infer Use PEE (Point, Evidence, and Explanation) to support inferences.</p> <p>Predict</p> <p>Clarify</p> <p>Question</p> <p>Summarise</p> <p>Distinguish between fact and opinion.</p> <p>Discuss how the structural and presentational choices impact on meaning, theme and purpose.</p> <p>Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language. Identify the themes and conventions of a range of texts.</p> <p>Discuss/comment on themes and conventions in different genres and forms.</p> <p>Make comparisons and contrasts within and across texts.</p> <p>Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.</p> <p>Provide reasoned justifications for opinions about a book.</p>