A picture containing text, clock, sign

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**Bedfield and Wetheringsett C of E Primary Schools: Progression of Knowledge and Skills**

**Subject area: Reading progression**

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| **Reception** | **Literacy - Reading**   * Read individual letters by saying the sounds for them * Blend sounds into words, so children can read short words made up of known letters, identifying sound correspondence * Read some letter groups that each represent one sound and say the sounds for them * Read some common exception words linked to Little Wandle Phonics scheme * Read simple phrases and sentences made up of words with known letter -sound correspondence, and some common exception words * Re-read Little Wandle books to build up confidence in word reading, their fluency and understanding and enjoyment   **ELG: Comprehension**   * Demonstrate what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary * Anticipate key events in stories * Use and understand recently introduced vocabulary during discussion about stories, non-fiction rhymes and poems during role-play   **ELG: Word Reading**   * Say a sound for each letter of the alphabet and at least 10 digraphs * Read words consistent with their phonic knowledge by sound-blending * Read aloud simple sentences and books consistent with phonics knowledge, including some common exception words | |
| **Years 1&2** | **Year 1**  **Word Recognition**   * Apply phonic knowledge and skills to decode words * Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including alternative sounds for graphemes * Read accurately by blending sounds in unfamiliar words containing grapheme phoneme correspondence (GPCs) that have been taught * Read common exception words, noting unusual correspondences between spelling and sound where these occur in the word * Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * Read other words of more than a single syllable that contain taught GPCs * Read words with contractions [Examples: I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * 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 * Re-read these books to build up their fluency and confidence in reading words   **Reading Skills and Comprehension**  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 which  they can read independently   * Being encouraged to link what they read or hear   read to own experiences   * Becoming very familiar with key stories, fairy   stories and traditional tales, retelling them and  considering 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 read already 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 correct  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   * Explain their understanding of what is read to   them clearly | **Year 2**  **Word Recognition**   * 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 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   * Read words containing common suffixes * Read further common exception words, noting unusual   correspondences between spelling and sound and  where these occur in the word   * Read most words quickly and accurately, without   overt sounding and blending, when they have been  frequently encountered   * Read aloud books closely matched to their improving   phonic knowledge, sounding out unfamiliar words  accurately, automatically, without undue hesitation  and re-read these books, building fluency and  confidence reading words  **Reading Skills and Comprehension**  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/ phrases * Continuing to build up a repertoire of poems learnt by   heart, appreciating these and reciting some with  appropriate intonation 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 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 what is said and done * Answering and asking questions * Predicting what might happen on the basis of what   has been read so far   * Participating 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. Explain and discuss understanding  of books, poems and other material |
| **Years 3 & 4**  The Year 3 and 4 objectives are the same. However, expectation is that progression will be shown through the level of texts, in teaching objectives and the extent to which children demonstrate their skills in reading and understanding them.  . | **Year 3**  **Word Recognition**   * Apply 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 * Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word * Begin to find the meaning of new words using the context of the sentence, pictorial clues, root words and words within words   **Reading Skills and Comprehension**  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 preparing poems and play scripts,  read aloud and also performed, showing   * Understanding through intonation, tone, volume   and action discussing words and phrases that  capture the reader’s interest and imagination   * recognising 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 could happen based on what is   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   and participate in discussion about both books  read to them and those they read themselves,  taking turns and listening to what others say | **Year 4**  **Word Recognition**   * Apply 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 * Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word * Read around words being taught to explore its broader meaning within a section of the sentence. They use the skill of linking words to other words they know   **Reading Skills and Comprehension**  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 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 |
| **Years 5 & 6**  The Year 5 and 6 objectives are the same. However, expectation is that progression will be shown through the level of texts, in teaching objectives and the extent to which children demonstrate their skills in reading and understanding them.  . | **Year 5**  **Word Recognition**   * 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 they meet  **Reading Skills and Comprehension**  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. | **Year 6**  **Word Recognition**   * 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 they meet  **Reading Skills and Comprehension**  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. |