



PROGRESSION IN READING: KEY KNOWLEDGE & KEY SKILLS MILESTONES (YEAR BY YEAR)

	Word Reading	Comprehension
EYFS	<ul style="list-style-type: none"> Read book band texts in line with their developing phonic ability Differentiate between text and illustration Decode a number of regular words using phase 2 phonemes with build and blend strategy, and read aloud accurately Read common irregular words from Phase 2 - the to I no go into Know that, in English, print is read from left to right and top to bottom Use decoding to read -using build and blend strategy - towards automatically reading known words Read common words from Phase 3 - he she we me be was you they all are my her Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG) 	<ul style="list-style-type: none"> Understand that print conveys meaning Predict the storyline e.g. ending Predict storyline and some vocabulary, aided by the illustrations Retell narratives in the correct sequence, drawing on language patterns of stories Respond to questions about who, what, where, when linked to text and illustrations Sequence a simple story or event Use gestures and actions to act out a story, event or rhyme from text or illustrations Make predictions based on illustrations, story content and title Respond to questions about how and why something is happening Say what a character might be thinking, saying or feeling Engage in extended conversations about stories, learning new vocabulary Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction (ELG)
YEAR 1	<p>As previous and: Letters and Sounds Phases 4 to 5.</p> <ul style="list-style-type: none"> <u>Respond speedily with the correct sound to grapheme for the 44 phonemes.</u> <u>Recognise and use the different ways of pronouncing the same grapheme: e.g. ow in snow and cow.</u> <u>Read accurately by blending sounds in unfamiliar words.</u> Read words containing –s, -es, -ing, -ed, -er, -est endings. Split two and three syllable words into the separate syllables to support blending for reading. Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter. Automatically recognise approximately 150 high frequency words. Read common exception words, noting tricky parts. <u>Apply phonic knowledge and skills as the route to decode words.</u> <u>Read aloud accurately books that are consistent with their developing phonic knowledge.</u> Develop fluency, accuracy and confidence by re-reading books. <u>Read more challenging texts using phonics and high frequency word recognition.</u> 	<p>As previous and:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. <u>Identifying and discuss the main events in stories.</u> <u>Identifying and discuss the main characters in stories.</u> <u>Recalling specific information in fiction and non-fiction texts.</u> Recognising and join in with language patterns and repetition. Use patterns and repetition to support oral retelling e.g. <i>fairy stories, traditional tales and stories by well-known authors.</i> Reciting rhymes and poems by heart. Relating texts to own experiences. Orally re-telling familiar stories in a range of contexts e.g. <i>small world, role play and storytelling.</i> <u>Make personal reading choices and explain reasons for choices.</u> <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> Introducing and discussing key vocabulary. Activating prior knowledge e.g. <i>what do you know about minibests?</i> <u>Checking that texts make sense while reading and self-correct.</u> <u>Making predictions based on what has been read so far.</u> Make basic inferences about what is being said and done. Discussing the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy.</i> Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram.</i> Develop and demonstrates their understanding of characters and events through role play and drama, using language from the text. <p>Participating in discussion about what is read to them, taking turns and listening to what others say by:</p> <ul style="list-style-type: none"> <u>Listening to what others say.</u> Taking turns. Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i> Explaining clearly their understanding of what is read to them. <u>Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how.</u>

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YEAR 2	<p>As previous and: Letters and Sounds Phase 6.</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. <u>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</u> <u>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping.</u> Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly, -less, -ly, -ing, -ed, -er, -est.</i> Read further common exception words, noting tricky parts. <u>Read frequently encountered words quickly and accurately without overt sounding and blending.</u> <u>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</u> Re-read these books to build up their fluency and confidence in word reading. Uses tone and intonation when reading aloud. Read longer and less familiar texts independently. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>. 	<p>As previous and:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry. <u>Sequencing and discussing the main events in stories.</u> Learning and reciting a range of poems using appropriate intonation. Orally retelling a wider range of stories, fairy tales and traditional tales. Read a range of non-fiction texts including information, explanations, instructions, recounts, reports. Discussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> Identifying, discussing and collecting favourite words and phrases. Recognising use of repetitive language within a text or poem e.g. <i>run, run as fast as you can and across texts e.g. long, long ago in a land far away...</i> Make personal reading choices and explain reasons for choices. <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> Introducing and discussing key vocabulary within the context of a text. Identify, discuss and collect favourite words and phrases. Use tone and intonation when reading aloud. Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i> Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> <u>Checking that texts make sense while reading and self-correct.</u> <u>Making predictions using evidence from the text.</u> <u>Making inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?</u> Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his picket because...</i> Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams.</i> Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. <p>Participating in discussion about what is read to them, taking turns and listening to what others say by:</p> <ul style="list-style-type: none"> Making contributions in whole class and group discussion. Listening and responding to contributions from others. Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i> Considering other points of view. <p>Explaining clearly their understanding of what they read themselves and what is read to them:</p> <ul style="list-style-type: none"> <u>Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.</u>

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	Word Reading	Comprehension
YEAR 3	<p>As previous and:</p> <ul style="list-style-type: none"> • Read books at an age appropriate interest level. • Use knowledge of root words to understand meanings of words. • Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i>. • Use suffixes to understand meanings e.g. <i>-ation, -ous, -ly</i>. • Read and understand meaning of words on Y3/4 word list. • <u>Use intonation, tone and volume when reading aloud.</u> • <u>Take note of punctuation when reading aloud.</u> 	<p>As previous and:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a range of fiction, poetry, plays, non-fiction. • Regularly listening to whole novels read aloud by the teacher. • Reading a range of non-fiction texts. • Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i> • Recognising some different forms of poetry e.g. <i>narrative, free verse</i>. • Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. • Using dictionaries to check meanings of words they have read. • Sequencing and discussing the main events in stories. • <u>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>.</u> • Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>. • Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>. • Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination. • Preparing poems/play scripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understand what they read independently by:</p> <ul style="list-style-type: none"> • Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. • Discussing their understanding of the text. • Explaining the meaning of unfamiliar words by using the context. • Use dictionaries to check meanings of words they have read. • Making predictions based on details stated. • <u>Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>.</u> • <u>Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</u> • <u>Using point and evidence to structure and justify responses.</u> • Discussing the purpose of paragraphs. • Identifying a key idea in a paragraph. • Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram</i> etc... <p>Retrieve and record information from non-fiction:</p> <ul style="list-style-type: none"> • Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. • Quickly appraising a text to evaluate usefulness. • Navigating texts in print and on screen. • Record information from a range of non-fiction texts. • <u>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</u> <p>Participating in discussion:</p> <ul style="list-style-type: none"> • Developing and agreeing on rules for effective discussion. • Take turns and listen to what others say. • <u>Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</u>

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YEAR 4	<p>As previous and:</p> <ul style="list-style-type: none"> • Read books at an age appropriate interest level. • Use knowledge of root words to understand meanings of words. • Use prefixes to understand meanings e.g. <i>in-, ir-, sub-, inter-, super-, anti- auto-</i>. • Use suffixes to understand meanings e.g. <i>-ation, -ous, -tion, -sion, -ssion, -cian, -sion</i>. • <u>Read and understand meaning of words on Y3/4 word list.</u> • <u>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</u> 	<p>As previous and:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i>. • Regularly listening to whole novels read aloud by the teacher. • Reading books and texts for a range of purposes and responding in a variety of ways. • Orally retelling a range of stories, including less familiar fairy stories, myths and legends. • Learning a range of poems by heart and rehearsing for performance. • Preparing poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understanding the text:</p> <ul style="list-style-type: none"> • <u>Explaining the meaning of key vocabulary within the context of the text.</u> • Making predictions based on information stated and implied. • <u>Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</u> • Identifying, analysing and discussing themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i>. • Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>. • <u>Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</u> • Analysing and comparing a range of plot structures. • Analysing and evaluate texts looking at language, structure and presentation and they contribute to meaning. • Recognise and analyse different forms of poetry e.g. <i>haiku, limerick, kennings</i>. • Use dictionaries to check meanings of words in the texts that they read. • Using point and evidence to structure and justify responses. • <u>Identifying main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because... 1/2/3 reasons.</i></u> • <u><i>Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i></u> <p>Retrieve and record information from non-fiction:</p> <ul style="list-style-type: none"> • Prepare for research by identifying what is already known about the subject and key questions to structure the task. • Analysing and evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. • <u>Scanning for dates, numbers and names.</u> • Explaining how paragraphs are used to order or build up ideas, and how they are linked. • Record information from a range of non-fiction texts. • <u>Navigating texts to locate and retrieve information in print and on screen.</u> <p>Participating in discussion:</p> <ul style="list-style-type: none"> • Develop, agree on and evaluate rules for effective discussion. • Making and responding to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>.

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YEAR 5	<p>As previous and:</p> <ul style="list-style-type: none"> • Read books at an age appropriate interest level. • Use knowledge of root words to understand meanings of words. • Apply knowledge of prefixes to understand meaning of new words e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>over-</i>. • Use suffixes to understand meanings e.g. <i>-ant</i>, <i>-ance</i>, <i>-ancy</i>, <i>-ent</i>, <i>ence</i>, <i>-ency</i>, <i>-ible</i>, <i>-able</i>, <i>-ibly</i>, <i>-ably</i>. • Read and understand meaning of words on Y5/6 word list. • <u>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</u> 	<p>As previous and:</p> <p>Maintaining positive attitudes to reading:</p> <ul style="list-style-type: none"> • Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves. • Regularly listening to whole novels read aloud by the teacher from an increasing range of authors. • Exploring themes within and across texts e.g. <i>loss</i>, <i>heroism</i>, <i>friendship</i>. • Making comparisons within a text e.g. characters' viewpoints of same events. • Recommending books to their peers with reasons for choices. • Reading books and texts that are structured in different ways for a range of purposes. • Expressing preferences about a wider range of books including modern fiction/traditional stories/myths/legends. • Learning a wider range of poems by heart. • Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <p>Understanding the text:</p> <ul style="list-style-type: none"> • <u>Checking that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals.</u> • <u>Demonstrating active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</u> • <u>Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</u> • <u>Predicting what might happen from information stated and implied.</u> • <u>Re-read, close reading and reading ahead to locate clues to support understanding.</u> • <u>Scanning for key words and text marking to locate key information.</u> • Summarising main ideas drawn from more than one paragraph and identifying key details which support this. • Exploring meaning of words in context. • Identifying how language, structure and presentation contribute to meaning e.g. <i>formal letter</i>, <i>informal diary</i>, <i>persuasive speech</i>. • <u>Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation).</u> • Analysing the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>. <p>Evaluating the impact of the author's use of language:</p> <ul style="list-style-type: none"> • <u>Exploring, recognising and using the terms metaphor, simile, imagery.</u> • Explaining the effect on the reader of the authors' choice of language. • Distinguish between statements of fact or opinion within a text. <p>Participating in discussion and debate:</p> <ul style="list-style-type: none"> • Discuss and debate 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. • Preparing formal presentations individually or in groups. • Using notes to support presentation of information. • Responding to questions generated by a presentation. • Participating in debates on an issue related to reading (fiction or non-fiction).

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Word Reading

As previous and:

- Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment*.
- Use suffixes to understand meanings e.g. *-cious, -tious, -tial, -cial*.
- Read and understand meaning of words on Y5/6 word list.
- Use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin*.
- Work out unfamiliar words by focusing on all letters in the word e.g. not reading *invitation* for *imitation*.
- Employ dramatic effect to engage listeners whilst reading aloud.
- Read extensively for pleasure and books at an age appropriate level.

Comprehension

As previous and:

Maintaining positive attitudes to reading:

- Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.
- Regularly listening to novels read aloud from an increasing range of authors, which they may not choose themselves.
- Independently read longer texts with sustained stamina and interest.
- Recommending books to their peers with detailed reasons for their opinions.
- Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions.
- Learning a wider range of poems by heart.
- Preparing poems and play scripts to read aloud and perform using dramatic effects.

Understanding the text:

- Use a reading journal to record on-going reflections and responses to personal reading.
- Explore texts in groups and deepening comprehension through discussion.
- Explain the meaning of new vocabulary in the context of the text.
- Compare characters within and across texts.
- Evaluate texts quickly in order to determine their usefulness or appeal.
- Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
- Justify opinions and elaborating by referring to the text e.g. Point; Evidence; Explanation.
- Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. *Point; Evidence; Explanation*.
- Provide reasoned justifications for their views.
- Predict what might happen from information stated and implied.
- Through close reading, re-reading and reading ahead - locate clues to support understanding, using evidence from the text.
- Scan for key information e.g. looking for descriptive words associated with a setting.
- Skimming for gist.
- Recognising themes, causes and consequences within and across texts e.g. *hope, peace, fortune, survival*.
- Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in *Carrie's War* and *Goodnight Mr Tom*.
- Comparing texts written in different periods.
- Analysing the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for story*.
- Using a combination of skimming, scanning and close reading across a text to locate specific detail.
- Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
- Identifying how language, structure and presentation contribute to coherence and meaning e.g. *paragraphs/connectives in persuasive leaflet, balanced argument*.
- Distinguish between statements of fact or opinion across a range of texts e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook*.

Evaluating the impact of the author's use of language:

- Exploring, recognising and using the terms personification, analogy, style and effect.
- Explaining the effect on the reader of the authors' choice of language and techniques and reasons why the author may have selected these e.g. to manipulate the reader.

Participating in discussion and debate:

- Discuss and debate about books, 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.
- Preparing formal presentations individually or in groups.
- Using notes to support presentation of information.
- Responding to questions generated by a presentation.
- Participating in debates on issues related to reading (fiction/non-fiction).