

Progression of Reading Substantive and Disciplinary Knowledge and Skills

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Word Reading</p> <p>Phonics and decoding</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother (recognises at least five sounds and note similar sounds)</p>	<p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the</p>	<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>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</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>			<p>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.</p>

<p>Word Reading</p> <p>Common Exception Words</p>		<p>Read a few common exception words matched to the school's phonic programme.</p>	<p>omitted letter(s)</p> <p>read Y1 common exception words, noting unusual correspondences between spelling and sound – and where these occur in words</p>	<p>read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>read most Y5/Y6 exception words, discussing unusual correspondences between spelling and these occur in the word.</p>
<p>Fluency</p>		<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>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</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>develop fluency in reading a range of texts using phonic strategies initially, then a range of strategies as fluency, independence and confidence develops</p>	
<p>Reading for Pleasure</p>	<p>Enjoy sharing books with an adult.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</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 wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a 	<p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - 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
<p>Listening to and discussing texts</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Notice some print, such as the first</p>	<p>Anticipate (where appropriate) key events in stories.</p> <p>Listen attentively and respond to what they hear with</p>	<p>being encouraged to link what they read or hear read to their own experiences</p>	<p>discussing the sequence of events in books and how items of information are related</p>	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>reading books that are structured in different ways and reading for a range of purposes</p>	<p>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</p> <p>recommending books that they have read</p>

	letter of their name, a bus or door number, or a familiar logo.	relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (C&L – listening)	<p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>	<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>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</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>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.</p>	<p>to their peers, giving reasons for their choices</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>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>provide reasoned justifications for their views.</p>
Comparing, Contrasting and Commenting	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.		<p>ask and answer questions about a text.</p> <p>make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	discuss the sequence of events in books and how items of information are related.	identifying themes and conventions in a wide range of books	<p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p>
Use of vocabulary Words in context	<p>Pay attention and responds to the pictures or the words.</p> <p>Repeat words and phrases from familiar stories</p>	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	<p>discussing word meanings, linking new meanings to those already known</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings</p>	<p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>discuss authors' choice of words and phrases for effect</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language using technical terminology such as metaphor, simile, analogy, imagery, style and effect, considering the impact on the</p>

				<p>to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>identifying how language, structure, and presentation contribute to meaning</p>	<p>reader</p>
<p>Inference and Prediction</p>	<p>Makes comments and shares their own ideas.</p> <p>making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (C&L – Speaking)</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>Offer explanations for why things might happen</p> <p>predicting what might happen on the basis of what has been read so far,</p>	<p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p>making inferences on the basis of what is being said and done from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p>
<p>Summarising</p>		<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>discussing the significance of the title and events</p>	<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>asking questions to improve their understanding</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	
<p>Poetry and Performance</p>	<p>Enjoy songs and rhymes, turning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>learning a wider range of poetry by heart</p> <p>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</p>

	<p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>Make use of props and materials when role playing characters in narratives and stories. (art and design)</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. (Imaginative and expressive)</p>		<p>make the meaning clear</p>		
<p>Non-Fiction</p>				<p>being introduced to non-fiction books that are structured in different ways</p>	<p>retrieve and record information from non - fiction texts using contents and glossary to locate it.</p> <p>use all of the organisational devices available within a non - fiction text to retrieve, record and discuss information.</p> <p>use dictionaries to check the meaning of words that they have</p>	<p>use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non -fiction texts.</p> <p>distinguish between bias, fact and opinion.</p> <p>use non - fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit)</p>