

READING

KNOWLEDGE AND SKILLS PROGRESSION



Years 3 and 4

- use dictionaries to check the meaning of words that they have read
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discuss words and phrases that capture the reader's interest and imagination
- explain the meaning of words in context
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than 1 paragraph and summarising these
- identify how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

Years 5 and 6

- identify and discuss themes and conventions in and across a wide range of writing
- make comparisons within and across books
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience
- explore the meaning of words in context
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- identify how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintain a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

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Year 2* word reading

- 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 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 and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

Year 2 reading comprehension

Listen to, discuss and express 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 e.g.

- discuss the sequence of events in books and how items of information are related
- become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- be introduced to non-fiction books that are structured in different ways
- recognise simple recurring literary language in stories and poetry
- discuss and clarify the meanings of words, linking new meanings to known vocabulary
- discuss their favourite words and phrases
- continue to build up a repertoire of poems learnt by heart, appreciating these and 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 e.g.

- draw on what they already know or on background information and vocabulary provided by the teacher
- check that the text makes sense to them as they read and correcting inaccurate reading
- make inferences on the basis of what is being said and done
- answer and ask questions
- predict what might happen on the basis of what has been read so far

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- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

** Year 2 skills provided for those children who are still developing their word reading skills.*