



Word Reading						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Say a sound for each letter in the alphabet and at least 10 digraphs.	To apply phonic knowledge and skills as the route to decode words. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Read words consistent with their phonic knowledge by sound-blending.	To blend sounds in unfamiliar words using the GPCs that they have been taught.	To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti and auto- to begin to read aloud	To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings.	To accurately read most words of two or more syllables. To read most words containing common suffixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-,	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.		

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			inter-, super-, antiand auto- to begin to read aloud.*		
	<p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>		



Understanding and Correcting Inaccuracies

EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>To know that print carries meaning and, in English, is read from left to right and top to bottom.</i>	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

Comparing, Contrasting and Commenting

EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	To ask and answer questions about a text. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	To read for a range of purposes.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage

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						and books from other cultures and traditions.
<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To link what they have read or have read to them to their own experiences.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p>	<p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To identify themes and conventions in a wide range of books.</p>	<p>To 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>To recommend texts to peers based on personal choices.</p>	<p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To 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>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced</p>	<p>To retell familiar stories in increasing detail. To discuss the significance of titles and events</p>	<p>To discuss the sequence of events in books and how items of information are identifiable</p>	<p>To use appropriate terminology when discussing texts (plot, character, setting). To recognise simple recurring literary language in stories and poetry.</p>	<p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering anTo identify how language, structure and presentation contribute to meaning. To identify</p>	<p>To identify main ideas drawn from more than one paragraph and to summarise these.</p>	<p>To recognise more complex themes in what they read (such as loss or heroism). To draw out key information and to summarise the main ideas in a text. To compare characters, settings and themes within a text and across more than one text To distinguish</p>

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<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Explain some similarities and differences in different contexts by drawing on their experiences and what has been read in class, drawing on knowledge from stories and non-fiction texts.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>				<p>main ideas drawn from more than one paragraph and summarise these headings)</p>		<p>independently between statements of fact and opinion, providing reasoned justifications for their views.</p>
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Words in Context and Authorial Choice

EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Use and understand recently introduced</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>To discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile,</p>

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<p>vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>			<p>To discuss authors' choice of words and phrases for effect.</p>			<p>analogy, imagery, style and effect.</p>
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Inference and Prediction						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Anticipate – where appropriate – key events in stories.</p>	<p>To begin to make simple inferences.</p>	<p>To make inferences on the basis of what is being said and done.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p>
	<p>To predict what might happen on the basis of what has been read so far.</p>	<p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To justify predictions using evidence from the text.</p>	<p>To justify predictions from details stated and implied.</p>	<p>To make predictions based on details stated and implied, justifying</p>	<p>To discuss how characters change and develop through texts by drawing inferences</p>



					them in detail with evidence from the text.	based on indirect clues.
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Performance						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Perform songs, rhymes, poems and stories with others.</p>	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud</p>	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.