

# English – Reading Knowledge & Skills Progression



## Statutory Framework for the Early Years Foundation Stage

**Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

**Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

### Early learning goal – listening and attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

### Early Learning Goal- understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

### Early learning goal – reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

# The National Curriculum for English

## Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

## The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Subject content at Key stage 1**

#### **In Year 1- word reading, pupils should be taught to:**

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and 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 one syllable that contain taught GPCs
- read words with contractions [for example, 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 word reading.

**In Year 1- reading comprehension, pupils should be taught to:**

- 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 that at which they can read independently
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular 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 already read 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 correcting 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 clearly their understanding of what is read to them.

**In Year 2- word reading, pupils should be taught to:**

- 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.

**In Year 2- reading comprehension, pupils should be taught to:**

- 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 and phrases
  - continuing 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 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 correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- 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.

## **Subject content at Lower Key stage 2**

### **In Year 3 and 4- word reading, pupils should be taught to:**

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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.

### **In Year 3 and 4- reading comprehension, pupils should be taught to:**

- 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.

## **Subject content at Upper Key stage 2**

### **In Years 5 and 6 – word reading, pupils should be taught to:**

- Apply their growing knowledge of root words, prefixes, and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

### **In Years 5 and 6- reading comprehension, pupils should be taught to:**

- 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.

# English – Reading Knowledge & Skills Progression

## EYFS to Milestone 1



Prior Learning	Skill	Milestone 1: Year 1 and Year 2	Key Vocabulary
<ul style="list-style-type: none"> <li>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</li> </ul>	<p><b>To read words accurately</b></p>	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>Read other words of more than one syllable that contain taught GPCs.</li> <li>Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s).</li> <li>Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</li> </ul>	



		<ul style="list-style-type: none"> <li>• Re-read these books to build up fluency and confidence in word reading.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Read words containing common suffixes.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read books to build up fluency and confidence in word reading.</li> </ul>	
<ul style="list-style-type: none"> <li>• Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity</li> <li>• Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events</li> </ul>	<p><b>To understand texts</b></p>	<ul style="list-style-type: none"> <li>• Discuss events.</li> <li>• Predict events.</li> <li>• Link reading to own experiences and other books.</li> <li>• Join in with stories or poems.</li> <li>• Check that reading makes sense and self-correct.</li> <li>• Infer what characters are like from actions.</li> <li>• Ask and answer questions about texts.</li> <li>• Discuss favourite words and phrases.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Recognise and join in with (including role-play) recurring language.</li> <li>• Explain and discuss understanding of texts.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> </ul>	

# English – Reading Knowledge & Skills Progression

## Milestone 2



Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> <li>• Children apply phonic knowledge and skills as the route to decode words.</li> <li>• Children respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Children read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Children read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Children read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>• Children read other words of more than one syllable that contain taught GPCs.</li> <li>• Children read words with contractions (for example, I’m, I’ll, we’ll) and understand that</li> </ul>	<p><b>To read words accurately</b></p>	<ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes, and suffixes (etymology and morphology).</li> <li>• Read further exception words, noting the spellings.</li> </ul>	

<p>the apostrophe represents the omitted letter(s).</p> <ul style="list-style-type: none"> <li>• Children read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</li> <li>• Children re-read these books to build up fluency and confidence in word reading.</li> <li>• Children read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Children read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Children read words containing common suffixes.</li> <li>• Children read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Children read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Children re-read books to build up fluency and confidence in word reading.</li> </ul>			
<ul style="list-style-type: none"> <li>• Children discuss events.</li> <li>• Children predict events.</li> <li>• Children link reading to own experiences and other books.</li> <li>• Children join in with stories or poems.</li> </ul>	<p><b>To understand texts</b></p>	<ul style="list-style-type: none"> <li>• Draw inferences from reading.</li> <li>• Predict from details stated and implied.</li> <li>• Recall and summarise main ideas.</li> <li>• Discuss words and phrases that capture the imagination.</li> </ul>	

<ul style="list-style-type: none"> <li>• Children check that reading makes sense and self-correct.</li> <li>• Children infer what characters are like from actions.</li> <li>• Children ask and answer questions about texts.</li> <li>• Children discuss favourite words and phrases.</li> <li>• Children listen to and discuss a wide range of texts.</li> <li>• Children recognise and join in with (including role-play) recurring language.</li> <li>• Children explain and discuss understanding of texts.</li> <li>• Children discuss the significance of the title and events.</li> <li>• Children make inferences on the basis of what is being said and done.</li> </ul>		<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction, using titles, headings, sub-headings, and indexes.</li> <li>• Prepare poems and plays to read aloud with expression, volume, tone, and intonation.</li> <li>• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> <li>• Recognise some different forms of poetry.</li> <li>• Explain and discuss understanding of reading, maintaining focus on the topic.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Ask questions to improve understanding of a text.</li> </ul>	
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# English – Reading Knowledge & Skills Progression

## Milestone 3



Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> <li>Children apply a growing knowledge of root words, prefixes, and suffixes (etymology and morphology).</li> <li>Children read further exception words, noting the spellings.</li> </ul>	<p><b>To read words accurately</b></p>	<ul style="list-style-type: none"> <li>Apply knowledge of root words, prefixes, and suffixes.</li> <li>Read age-appropriate books with confidence and fluency (including whole novels).</li> </ul> <p>(Note: this should be through normal reading rather than direct teaching.)</p>	
<ul style="list-style-type: none"> <li>Children draw inferences from reading.</li> <li>Children predict from details stated and implied.</li> <li>Children recall and summarise main ideas.</li> <li>Children discuss words and phrases that capture the imagination.</li> <li>Children retrieve and record information from non-fiction, using</li> </ul>	<p><b>To understand texts</b></p>	<ul style="list-style-type: none"> <li>Recommend books to peers, giving reasons for choices.</li> <li>Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>Make comparisons within and across books.</li> <li>Learn a wide range of poetry by heart.</li> <li>Prepare 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.</li> </ul>	

<p>titles, headings, sub-headings, and indexes.</p> <ul style="list-style-type: none"> <li>• Children prepare poems and plays to read aloud with expression, volume, tone, and intonation.</li> <li>• Children identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> <li>• Children recognise some different forms of poetry.</li> <li>• Children explain and discuss understanding of reading, maintaining focus on the topic.</li> <li>• Children draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.</li> <li>• Children predict what might happen from details stated and implied.</li> <li>• Children identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Children identify how language, structure and presentation contribute to meaning.</li> <li>• Children ask questions to improve understanding of a text.</li> </ul>		<ul style="list-style-type: none"> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Ask questions to improve understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Retrieve and record information from non-fiction.</li> <li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Provide reasoned justifications for views.</li> </ul>	
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