



# Progression of Knowledge, Skills and Vocabulary: Reading

## Early Reading Progression: Understanding the EYFS to KS1 Readiness to Progress

Organisation of Knowledge	Learning to Write	Writing to Learn	Writing for Enjoyment
<b>Relevant ELG</b>	<p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Anticipate- where appropriate – key events in stories</li> </ul> <p><b>ELG: Word reading</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and know at least 10 digraphs</li> <li>- Read words consistent with their phonic knowledge by sound blending</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>	<p><b>ELG: Language and communication</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions</li> </ul> <p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>	<p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul> <p><b>ELG: Past and present</b></p> <ul style="list-style-type: none"> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>ELG: Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives with peers and their teachers</li> </ul>
<b>KS1 Readiness Objective</b>	<ul style="list-style-type: none"> <li>- Developing phonemic knowledge through Read Write Inc and other phonic opportunities.</li> <li>- Developing a knowledge of stories including rhyme and identify the rhyming words within them.</li> <li>- Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing their skills and abilities in retelling familiar stories.</li> <li>- Recognising that books have information that helps them to learn.</li> </ul>	<ul style="list-style-type: none"> <li>- Routinely accessing picture books and stories</li> <li>- Listening to others expressively tell stories.</li> <li>- Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</li> </ul>

## Reading Progression: National Curriculum Programme of Study

### English National Curriculum

#### 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 of the National Curriculum

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.

#### Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

#### Reading

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.

#### School curriculum

The programmes of study for English are set out year-by-year for key stage 1 and two- yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

#### 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. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

## Reading Progression: Programme of Study Overview

### Reading

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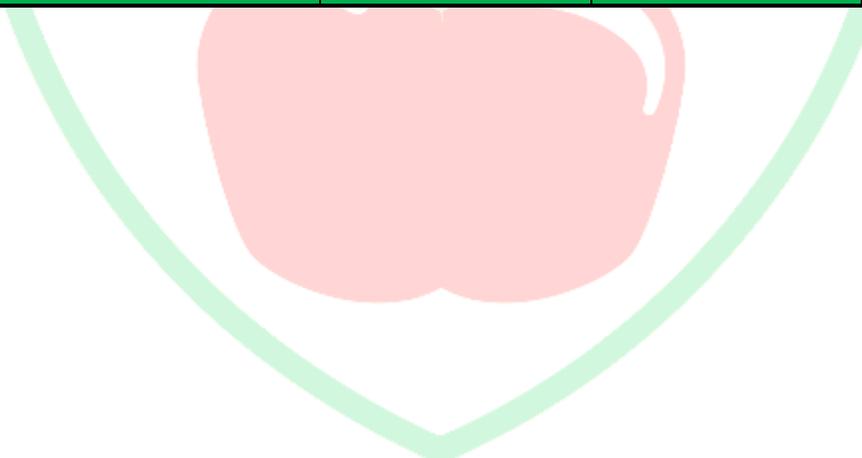
It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

## Reading Progression: Word Reading

<p><b>Key Stage 1 – Year 1</b> Pupils should be taught to:</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 <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> 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 their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>- re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><a href="#">See link for notes and guidance (non-statutory)</a></p>	<p><b>Key Stage 1 – Year 2</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</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 grapheme as above</li> <li>- read words containing common suffixes</li> <li>- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- read more words quickly and accurately, without over sounding and blending, when they have been frequently encountered</li> <li>- read aloud books closely matched to their improving phonics knowledge, sound out unfamiliar words accurately, automatically and without undue hesitation</li> <li>- re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><a href="#">See link for notes and guidance (non-statutory)</a></p>	<p><b>Lower Key Stage 2 – Years 3 and 4</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listening in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><a href="#">See link for notes and guidance (non-statutory)</a></p>	<p><b>Upper Key Stage 2 – Years 5 and 6</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><a href="#">See link for notes and guidance (non-statutory)</a></p>
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		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Core Knowledge	<ul style="list-style-type: none"> <li>- Phonic knowledge to decode quickly and accurately.</li> <li>- Know reception high frequency (tricky) words.</li> </ul> <p><i>(See <a href="#">Little Wandle Letters and Sounds Revised Progression Document</a> for specific details of reception progression.)</i></p>	<ul style="list-style-type: none"> <li>- Phonic knowledge to decode quickly and accurately.</li> <li>- Know Year 1 common exception words.</li> </ul> <p><i>(See <a href="#">Little Wandle Letters and Sounds Revised Progression Document</a> for specific details of Year 1 progression.)</i></p>	<ul style="list-style-type: none"> <li>- Phonics knowledge to decode quickly and accurately, reading with automaticity.</li> <li>- Know most Year 1 and Year 2 common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>- Phonics knowledge to decode quickly and accurately, reading with automaticity.</li> <li>- Know some of the Year 3 and Year 4 exception words.</li> <li>- Know root words and prefixes including <i>-in, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-</i> and <i>auto-</i>; know suffixes including <i>-ation, -ly, -ous, -ture, -sure, sion, -tion, -ssion</i> and <i>-cian</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- Know strategies to draw upon for reading new and unfamiliar words.</li> <li>- Know most of the Year 3 and Year 4 exception words.</li> <li>- Know and understand root words, prefixes and suffixes/word endings.</li> </ul>	<ul style="list-style-type: none"> <li>- Know some of the Year 5 and Year 6 exception words.</li> <li>- Continue to develop a good knowledge and understanding of root words, prefixes and suffixes/word endings.</li> </ul>	<ul style="list-style-type: none"> <li>- Know most of the Year 5 and Year 6 exception words.</li> <li>- Continue to develop a secure knowledge and understanding of root words, prefixes and suffixes/word endings.</li> </ul>

	Skills	<ul style="list-style-type: none"> <li>- Continue a rhyming string</li> <li>- Hear and say the initial sound in words.</li> <li>- Segment sounds in simple words, blend together and know some letters which represent them.</li> <li>- Link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>- Begin to read words and simple sentences.</li> <li>- Use phonic knowledge to decode regular words and read them aloud accurately</li> <li>- Read some common irregular words.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply phonic knowledge and skills as the route to decode words</li> <li>- Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</li> <li>- Read words containing taught GPCs, words containing <i>-s, -es, -ing, -ed</i> and <i>-est</i> endings plus words with contractions.</li> <li>- Read and re-read texts consistent with their developing phonic knowledge, that do not require the use of other strategies to work out words.</li> <li>- Check for sense and self-correct.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply phonic knowledge and skills to decode words until automatic decoding is embedded and reading is fluent.</li> <li>- Read most words of two or more syllables accurately and most words containing common suffixes.</li> <li>- Read most Year 1 and Year 2 common exception words.</li> <li>- Read and re-read aloud books closely matched to their phonic knowledge.</li> <li>- Read words accurately and fluently without sounding and blending, plus check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>- Use phonic knowledge to decode quickly and accurately.</li> <li>- Check for sense.</li> <li>- Begin to use intonation and volume when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>- Read most words fluently.</li> <li>- Attempt to decode unfamiliar words.</li> <li>- Read for a range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>- Read most words fluently.</li> <li>- Attempt to decode unfamiliar words.</li> <li>- Recognise meaning through contextual cues.</li> <li>- Read aloud using intonation, tone, volume and action, showing an awareness of the audience.</li> <li>- Read a wide range of genres.</li> </ul>	<ul style="list-style-type: none"> <li>- Read fluently and for pleasure.</li> <li>- Decode unfamiliar words.</li> <li>- Perform texts (including poems learnt by heart).</li> <li>- Recognise meaning through contextual cues.</li> </ul>
	Vocabulary	<ul style="list-style-type: none"> <li>blend</li> <li>decode</li> <li>digraph</li> <li>fluent</li> <li>grapheme</li> <li>phoneme</li> <li>segment</li> <li>split vowel digraph</li> <li>suffix</li> <li>trigraph</li> </ul>	<ul style="list-style-type: none"> <li>consonant</li> <li>vocabulary</li> <li>vowel</li> </ul>		<ul style="list-style-type: none"> <li>intonation</li> <li>volume</li> </ul>	<ul style="list-style-type: none"> <li>audience</li> <li>style</li> </ul>	<ul style="list-style-type: none"> <li>tone</li> </ul>	<ul style="list-style-type: none"> <li>effect</li> </ul>



## Reading Progression: Comprehension – Maintaining Positive Attitudes by Reading, Discussing and Understanding

<p><b>Key Stage 1 – Year 1</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- develop pleasure in reading, motivation to read, vocabulary and understanding by:             <ul style="list-style-type: none"> <li>➤ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>➤ being encouraged to link what they can read or hear read to their own experiences</li> <li>➤ learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> </li> </ul> <p><a href="#">See link for notes and guidance (non-statutory)</a></p>	<p><b>Key Stage 1 – Year 2</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- develop pleasure in reading, motivation to read, vocabulary and understanding by:             <ul style="list-style-type: none"> <li>➤ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fictions at a level beyond that at which they can read independently</li> <li>➤ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>➤ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> </ul> <p><a href="#">See link for notes and guidance (non-statutory)</a></p>	<p><b>Lower Key Stage 2 – Years 3 and 4</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- develop positive attitudes to reading and understanding of what they read by:             <ul style="list-style-type: none"> <li>➤ reading books that are structured in different ways and reading for a range of purposes</li> <li>➤ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, retelling some of these orally</li> <li>➤ preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>➤ recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> </ul> <p><a href="#">See link for notes and guidance (non-statutory)</a></p>	<p><b>Upper Key Stage 2 – Years 5 and 6</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- maintain positive attitudes to reading and understanding of what they read by:             <ul style="list-style-type: none"> <li>➤ continuing to read and discuss an increasing wide range of fiction, poetry, playscripts, non-fiction and reference books or textbooks</li> <li>➤ 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</li> <li>➤ learning a wider range of poetry by heart</li> <li>➤ preparing poems and plays to read aloud and to perform, showing understanding through intonations, tone and volume so that the meaning is clear to an audience</li> </ul> </li> </ul> <p><a href="#">See link for notes and guidance (non-statutory)</a></p>
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		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension: Maintaining Positive Attitudes by Reading, Discussing and Understanding (2h)	Core Knowledge	<ul style="list-style-type: none"> <li>- Knowledge of a wide range of fiction and non-fiction texts.</li> <li>- Know that information can be retrieved from books and electronic devices (e.g. iPad, computer, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of an increasing range of fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to increase their knowledge of a wide range of fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Further develop their knowledge of a wide range of fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Further develop their knowledge of a wide range of fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Further develop their knowledge of a wide range of fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Further consolidate their knowledge of a wide range of fiction and non-fiction texts.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>- Use vocabulary and forms of speech that are increasingly influenced by their experience of books.</li> <li>- Enjoy an increasing range of books.</li> <li>- Begin to read words and simple sentences.</li> <li>- Invent, adapt and recount narratives with their peers and their teacher</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> <li>- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and discuss a wide range of fiction, non-fiction and poetry beyond what they can read independently.</li> <li>- Re-tell, discuss and make links to their own experience.</li> <li>- Discuss significance of titles and events, plus word meanings.</li> <li>- Recite simple poems by heart.</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in discussions, re-tell and make links between a wide range of stories, fairy stories and traditional tales.</li> <li>- Build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</li> <li>- Recognise and discuss simple recurring literary language and vocabulary, sequence of events and clarify the meanings of words in stories and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>- Use comprehension skills.</li> <li>- Recognise, listen to and discuss a wide range of fiction, poetry, playscripts, non-fiction and reference books or textbooks.</li> <li>- Use appropriate terminology to discuss texts (plot, character, setting).</li> <li>- Check for sense, discussing understanding and explaining word meanings in context.</li> <li>- Discuss authors' choice of words and phrases for effect.</li> <li>- Prepare and perform poems and playscripts showing some awareness of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Use comprehension skills.</li> <li>- Read for a range of purposes.</li> <li>- Compare texts from a wide range of genres and writers.</li> <li>- Identify authorial style – themes and features in a wide range of books.</li> <li>- Identify how language captures the readers' interest and imagination.</li> <li>- Recognise and discuss different forms of poetry.</li> <li>- Prepare and perform poems and playscripts showing awareness of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise meaning through contextual cues.</li> <li>- Use developed comprehension skills.</li> <li>- Read a wide range of genres.</li> <li>- Discuss, comment on and recommend from their own reading.</li> <li>- Identify text types and features, and compare between different texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Perform texts (including poems learnt by heart).</li> <li>- Use developed comprehensions skills.</li> <li>- Discuss, comment, evaluate, compare and contrast texts.</li> <li>- Recognise more complex themes.</li> <li>- Distinguish between fact and opinion.</li> <li>- Provide reasoned justifications for views.</li> <li>- Compare characters, settings, themes within and across texts.</li> <li>- Analyse and evaluate languages and how it is used for effect (authorial technique, metaphor, simile, analogy, imagery, style and effect).</li> <li>- Consider different accounts and viewpoints.</li> </ul>

	Vocabulary	fairy tale (or fairy story) fiction non-fiction poetry prediction retell rhyme (nursery rhyme) sense story traditional tale vocabulary	character fiction non-fiction plot poetry sense setting	comprehension playscript	audience compare features free verse implied narrative poetry style	authorial intent / technique context cues figurative genre impact	account analogy effect imagery deduction style theme viewpoint
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## Reading Progression: Comprehension – VIPERS Focus

<p><b>Key Stage 1 – Year 1</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- develop pleasure in reading, motivation to read, vocabulary and understanding by:             <ul style="list-style-type: none"> <li>➤ being encouraged to link what they can read or hear read to their own experiences</li> <li>➤ recognising and joining in with predictable phrases</li> <li>➤ discussing word meanings, linking new meanings to those already known</li> </ul> </li> </ul> <p><a href="#">See link for notes and guidance (non-statutory)</a></p>	<p><b>Key Stage 1 – Year 2</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- develop pleasure in reading, motivation to read, vocabulary and understanding by:             <ul style="list-style-type: none"> <li>➤ recognising simple recurring literary language in stories and poetry</li> <li>➤ discussing and clarifying the meanings of words, link new meanings to known vocabulary</li> <li>➤ discussing their favourite words and phrases</li> </ul> </li> </ul> <p><a href="#">See link for notes and guidance (non-statutory)</a></p>	<p><b>Lower Key Stage 2 – Years 3 and 4</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- develop positive attitudes to reading and understanding of what they read by:             <ul style="list-style-type: none"> <li>➤ using dictionaries to check the meaning of words that they have read</li> <li>➤ discussing words and phrases that capture the reader's interest and imagination</li> </ul> </li> <li>- understand what they read, in books they can read independently, by:             <ul style="list-style-type: none"> <li>➤ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>➤ identifying how language, structure and presentation contribute to meaning</li> </ul> </li> </ul> <p><a href="#">See link for notes and guidance (non-statutory)</a></p>	<p><b>Upper Key Stage 2 – Years 5 and 6</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- maintain positive attitudes to reading and understanding of what they read by:             <ul style="list-style-type: none"> <li>➤ making comparisons within and across books</li> </ul> </li> <li>- understand what they read by:             <ul style="list-style-type: none"> <li>➤ check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>➤ identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>- discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader</li> </ul> <p><a href="#">See link for notes and guidance (non-statutory)</a></p>
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		EYFS*	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension: Vocabulary (1a; 2a, 2g)	Core Knowledge	<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that meanings of words they already know can be used to help them discuss meanings of new words.</li> </ul>	<ul style="list-style-type: none"> <li>- Know simple recurring literary language in stories and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how check that what they have read independently makes sense, discussing their understanding of words.</li> <li>- Know that language, structure and presentation contribute to the meaning (this can include paragraphs, headings, sub-heading, inverted commas to punctuate speech).</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to use a dictionary to check the meaning of words that they have read.</li> <li>- Know how check that what they have read independently makes sense, discussing their understanding of words in context.</li> <li>- Know that words and phrase can be used to capture the reader's interest and imagination.</li> <li>- Know that language, structure and presentation contribute to the meaning (this can include paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials)</li> </ul>	<ul style="list-style-type: none"> <li>- Know how check that what they have read independently makes sense, discussing and exploring the meaning of words in context.</li> <li>- Know that author's use language (including figurative language) to deliberately impact the reader.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that language, structure and presentation contribute to meaning.</li> <li>- Know that author's use language (including figurative language) to deliberately impact the reader.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>- Discuss word meanings, linking new meanings to those already known.</li> <li>- Draw upon knowledge of vocabulary in order to understand the text.</li> <li>- Join in with predictable phrases.</li> <li>- Use vocabulary given by the teachers.</li> <li>- Discuss their favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss word meanings, linking new meanings to those already known.</li> <li>- Draw upon knowledge of vocabulary in order to understand the text.</li> <li>- Join in with predictable phrases.</li> <li>- Use vocabulary given by the teachers.</li> <li>- Discuss their favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and clarify the meanings of words; link new meanings to known vocabulary.</li> <li>- Discuss their favourite words and phrases.</li> <li>- Recognise some recurring language in stories and poems.</li> </ul>	<ul style="list-style-type: none"> <li>- Use dictionaries to check the meaning of words that they have read.</li> <li>- Discuss words that capture the readers' interest or imagination.</li> <li>- Identify how language choices help build meaning.</li> <li>- Find the meaning of new words using substitution within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>- Use dictionaries to check the meaning of words that they have read.</li> <li>- Use a thesaurus to find synonyms.</li> <li>- Discuss why words have been chosen and the effect these have on the reader.</li> <li>- Explain how words can capture the interest of the reader.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the meaning of words in context, confidently using a dictionary.</li> <li>- Discuss how the author's choice of language impacts the reader.</li> <li>- Evaluate the author's using of language.</li> <li>- Investigate alternative word choices that could be made.</li> <li>- Begin to look at the use of figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate how the authors' use of language impacts upon the reader.</li> <li>- Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>- Discuss how presentation and structure contribute to meaning.</li> <li>- Explore the meaning of words in context by 'reading around the</li> </ul>

						<ul style="list-style-type: none"> <li>- Discuss new and unusual vocabulary and clarify the meaning of these.</li> <li>- Find the meaning of new words using the context of the sentence.</li> <li>- Use information to check the meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a thesaurus to find synonyms for a larger variety of words.</li> <li>- Re-write passages using alternative word choices.</li> <li>- Read around the word and explore its meaning in the broader contexts of a section or paragraph.</li> </ul>	word' and independently explore its meaning in the broader context of a section or paragraph.
Vocabulary	retell	meaning phrase sense word	antonym dictionary headings inverted commas language choice paragraphs presentation / layout speech structure sub-headings synonyms	apostrophe fronted adverbials possession pronoun effect	authorial intent (authorial technique) context figurative language			
<b>Key Stage 1 – Year 1</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>➢ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>➢ discussing the significance of the title and events</li> <li>➢ making inferences on the basis of what is being said and done</li> </ul> </li> </ul> <a href="#">See link for notes and guidance (non-statutory)</a>		<b>Key Stage 1 – Year 2</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>➢ drawing upon what they already know or on background information and vocabulary provided by the teacher</li> <li>➢ making inferences on the basis of what is being said and done</li> <li>➢ answering and asking questions</li> </ul> </li> </ul> <a href="#">See link for notes and guidance (non-statutory)</a>		<b>Lower Key Stage 2 – Years 3 and 4</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>➢ asking questions to improve their understanding of a text</li> <li>➢ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</li> </ul> </li> </ul> <a href="#">See link for notes and guidance (non-statutory)</a>		<b>Upper Key Stage 2 – Years 5 and 6</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- understand what they read by: <ul style="list-style-type: none"> <li>➢ asking questions to improve their understanding</li> <li>➢ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> <li>- provide reasoned justifications for their views.</li> </ul> <a href="#">See link for notes and guidance (non-statutory)</a>		
	<b>EYFS*</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
<b>Comprehension: Inference (1b, 1d; 2d)</b> <b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that an inference can be made using characters' feelings, what is said and what is done.</li> </ul>	<ul style="list-style-type: none"> <li>- Being to know, with support, that inferences can be made using subtler references in the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that an inference can be made using characters' thoughts, feelings and motives from their stated actions.</li> <li>- Know that inferences can be made about actions and events as well as character's feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that an inference can be made using characters' thoughts, feelings and motives from their stated actions and that sentence stems such as <i>I know this because...</i> can help them evidence their inferences.</li> <li>- Know that specific evidence in the text can be referenced to support an inference.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that inferences can be made across a text and that they must be justified with evidence from the text.</li> <li>- Know that understanding the use of figurative language can support inferences.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that inferences can be made from across a text, and that these may change or develop as a text progresses.</li> <li>- Know that inferences can be drawn from indirect clues.</li> <li>- Know that inferences must be supported by evidence from the text and their prior knowledge or understanding may support this.</li> </ul>	

	Skills	<ul style="list-style-type: none"> <li>- Make basic inferences about characters' feelings by using what they say as evidence.</li> <li>- Infer basic points with direct reference to the words in the text.</li> <li>- Discuss the significance of the title and events.</li> <li>- Demonstrate simple inferences from the text based on what is said and done.</li> </ul>	<ul style="list-style-type: none"> <li>- Make inferences about characters' feelings using what they say and do.</li> <li>- Infer basic points and begin, with support, to pick up on subtler references.</li> <li>- Answering and asking questions, and modifying answers as the story progresses.</li> <li>- Use words to make inferences.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>- Children can infer characters' feelings, thoughts and motives from their stated actions.</li> <li>- Justify inferences by referencing a specific point in the text.</li> <li>- Make inferences about actions or events.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw inferences from characters' feelings, thoughts, motives and stated actions.</li> <li>- Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (<i>I know this because...</i> questions).</li> <li>- Consolidate the skill of justifying them using a specific reference point in the text.</li> <li>- Use more than one piece of evidence to justify their answer.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>- Make inferences about actions, feelings, events or states.</li> <li>- Use figurative language to infer meaning.</li> <li>- Give one or two pieces of evidence to support the point they are making.</li> <li>- Begin to draw evidence from more than one place across a text.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide reasoned justifications for views.</li> <li>- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>- Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>- Make inferences about events, feelings, states, backing these up with evidence.</li> <li>- Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made.</li> <li>- Pupils can draw upon evidence from different places across the text.</li> <li>- Recognise meaning through contextual clues.</li> </ul>
	Vocabulary	why	character evidence feeling infer inference title	actions speech	events motives thoughts stated actions	justify	figurative language justification states
Key Stage 1 – Year 1 Pupils should be taught to:		Key Stage 1 – Year 2 Pupils should be taught to:		Lower Key Stage 2 – Years 3 and 4 Pupils should be taught to:		Upper Key Stage 2 – Years 5 and 6 Pupils should be taught to:	
<ul style="list-style-type: none"> <li>- understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>➤ predicting what might happen on the basis of what has been read so far</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>➤ predicting what might happen on the basis of what has been read so far</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>➤ predicting what might happen from details stated and implied</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- understand what they read by: <ul style="list-style-type: none"> <li>➤ predicting what might happen from details stated and implied</li> </ul> </li> <li>- provide reasoned justifications for their views.</li> </ul>	
<a href="#">See link for notes and guidance (non-statutory)</a>		<a href="#">See link for notes and guidance (non-statutory)</a>		<a href="#">See link for notes and guidance (non-statutory)</a>		<a href="#">See link for notes and guidance (non-statutory)</a>	
 <b>Core Knowledge</b> Comprehension: Prediction (1p, 1c, 2c)	<b>EYFS*</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,</li> </ul>	<ul style="list-style-type: none"> <li>- Know that prediction is made about the future of the story.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that predictions must be plausible and based on what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that predictions can support our understanding of what we have read and what may happen next.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that predictions can be made from information which is both stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to make predictions from increasingly complex texts through details which are stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that predictions may alter as the text progresses.</li> <li>- Know that predictions are made from what is stated and implied.</li> </ul>

	<b>Skills</b>	rhymes and poems when appropriate.	<ul style="list-style-type: none"> <li>- Predicting what might happen on the basis of what has been read so far in terms of story, character and plot.</li> <li>- Make simple predictions based on the story and on their own life experience. Begin to explain these ideas verbally or through pictures.</li> </ul>	<ul style="list-style-type: none"> <li>- Predicting what might happen on the basis of what has been read in terms of plot, character and language so far.</li> <li>- Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</li> </ul>	<ul style="list-style-type: none"> <li>- Justify predictions using evidence from the text.</li> <li>- Use relevant prior knowledge to make predictions and justify them.</li> <li>- Use details from the text to form further predictions.</li> </ul>	<ul style="list-style-type: none"> <li>- Justify predictions using evidence from the text from details stated and implied.</li> <li>- Use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>- Monitor these predictions and compare them with the text as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>- Predict what might happen from details stated and implied.</li> <li>- Justify predictions in detail with relevant evidence from the text.</li> <li>- Confirm and modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and predict change and development of characters using inference and deduction.</li> <li>- Predict what might happen from details stated and implied</li> <li>- Support predictions by using relevant evidence from the text.</li> <li>- Confirm and modify predictions in light of new information.</li> </ul>
	<b>Vocabulary</b>	after / after that next why	character plot predict prediction	language logical (prediction)	justify	compare prior knowledge	implied stated	confirm modify
	<b>Key Stage 1 – Year 1</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>➢ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>➢ being encouraged to link what they can read or hear read to their own experiences</li> </ul> </li> <li>- understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>➢ drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul> </li> <li>- participate in discussion about what is read to them taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them.</li> </ul> <a href="#">See link for notes and guidance (non-statutory)</a>		<b>Key Stage 1 – Year 2</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>➢ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fictions at a level beyond that at which they can read independently</li> </ul> </li> <li>- understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>➢ drawing upon what they already know or on background information and vocabulary provided by the teacher</li> </ul> </li> <li>- 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</li> <li>- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul> <a href="#">See link for notes and guidance (non-statutory)</a>		<b>Lower Key Stage 2 – Years 3 and 4</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>➢ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks</li> </ul> </li> <li>- understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>➢ identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>- 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.</li> </ul> <a href="#">See link for notes and guidance (non-statutory)</a>		<b>Upper Key Stage 2 – Years 5 and 6</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>➢ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>➢ recommending books that they have read to their peers, giving reasons for their choices</li> <li>➢ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>➢ making comparisons within and across books</li> </ul> </li> <li>- understand what they read by: <ul style="list-style-type: none"> <li>➢ identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>- discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader</li> <li>- distinguish between statements of fact and opinion</li> <li>- 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</li> <li>- 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</li> <li>- provide reasoned justifications for their views.</li> </ul> <a href="#">See link for notes and guidance (non-statutory)</a>	
		<b>EYFS*</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Comprehension Explaining (1b, 1c, 2a)</b>	<b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class</li> </ul>	<ul style="list-style-type: none"> <li>- Know that they can link what they have read to their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to explain what has happened so far in what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that they can check the text makes sense to them by discussing their understanding and explaining the meaning of words in context.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that explanations can help us to make comparisons within a text and across different texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that formal presentations and debates as well as informal discussions can be used to explain and discuss their understanding of a text.</li> </ul>	

		<p>discussions and small group interactions.</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>						<ul style="list-style-type: none"> <li>- Know that, when explaining longer texts, a focus on the key events should be maintained and notes can be used wherever necessary.</li> </ul>
	Skills		<ul style="list-style-type: none"> <li>- Give their opinion including likes and dislikes (non-statutory Y1 NC objective).</li> <li>- Link what they read or hear to their own experiences.</li> <li>- Explain clearly their understanding of what has been read to them.</li> <li>- Express views about events or characters.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>- Express their own views about a book or poem.</li> <li>- Discuss some similarities between books.</li> <li>- Listen to the opinion of others.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the features of a wide range of fiction, poetry, playscripts, non-fiction and reference books.</li> <li>- Identify how language, structure and presentation contribute to meaning of both fiction and non-fiction texts.</li> <li>- Recognise authorial choices and the purpose of these and their effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss words and phrases that capture the readers' interest and imagination.</li> <li>- Identify how language, structure and presentation contribute to meaning.</li> <li>- Recognise authorial choices and the purpose of these.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide increasingly reasoned justification for my views.</li> <li>- Recommend books for peers in detail.</li> <li>- Give reasons for authorial choices.</li> <li>- Begin to challenge points of view.</li> <li>- Begin to distinguish between fact and opinion.</li> <li>- Identifying 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>- Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide increasingly reasoned justifications for their views.</li> <li>- Recommend books for peers in detail.</li> <li>- Give reasons for authorial choices.</li> <li>- Begin to challenge points of view.</li> <li>- Begin to distinguish between fact and opinion.</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>- Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>- Distinguish between fact, opinion and bias explaining how they know this.</li> </ul>
	Vocabulary	retell why	explain opinion	similarities / similarity	language presentation structure		debate evaluate fact justification recommend	
<b>Key Stage 1 – Year 1</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>➤ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>➤ recognising and joining in with predictable phrases</li> </ul> </li> <li>- understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>➤ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>➤ discussing the significance of the title and events</li> </ul> </li> </ul> <a href="#">See link for notes and guidance (non-statutory)</a>		<b>Key Stage 1 – Year 2</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>➤ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>➤ being introduced to non-fiction books that are structures in different way</li> </ul> </li> <li>- understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>➤ checking that they text makes sense to them as they read and correcting inaccurate reading</li> <li>➤ answering and asking questions</li> </ul> </li> </ul> <a href="#">See link for notes and guidance (non-statutory)</a>		<b>Lower Key Stage 2 – Years 3 and 4</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>➤ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, retelling some of these orally</li> </ul> </li> <li>- understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>➤ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>➤ asking questions to improve their understanding of a text</li> </ul> </li> <li>- retrieve and record information from non-fiction</li> </ul>		<b>Upper Key Stage 2 – Years 5 and 6</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>➤ 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</li> </ul> </li> <li>- understand what they read by: <ul style="list-style-type: none"> <li>➤ checking that they book makes sense to them discussing their understanding and exploring the meaning of words in context</li> <li>➤ asking questions to improve their understanding</li> </ul> </li> <li>- retrieve, record and present information from non-fiction</li> </ul>		

		See link for notes and guidance (non-statutory)			See link for notes and guidance (non-statutory)			
		EYFS*	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension: Retrieval (1b, 2b)	Core Knowledge	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to answer questions about what has just happened in the story (what they've read independently or had read to them).</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to answer and ask questions on fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that asking questions about a text can help improve their understanding.</li> <li>- Know that information can be retrieved and recorded from non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that information can be retrieved and recorded from non-fiction texts over a wide range of subjects.</li> <li>- Know that asking question can improve their understanding of texts with increasing complexity.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that asking questions can improve their understanding of complex texts.</li> <li>- Know that information can be retrieved, recorded and presented from non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that asking questions can improve their understanding.</li> </ul>
	Skills		<ul style="list-style-type: none"> <li>- Answer a question about what has just happened in a story.</li> <li>- Develop their knowledge of retrieval through images and key words.</li> <li>- Recognise characters, events, titles and information.</li> <li>- Recognise differences between fiction and non-fiction texts.</li> <li>- Retrieve information by finding a few key words.</li> <li>- Contribute ideas and thoughts in discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Independently read and answer simple questions about what they have just read.</li> <li>- Ask and answer retrieval questions.</li> <li>- Draw on previously taught knowledge.</li> <li>- Remember significant events and key information about the text that they have read.</li> <li>- Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.</li> </ul>	<ul style="list-style-type: none"> <li>- Use contents page and subheadings to locate information.</li> <li>- Learn the skills of 'skim' and 'scan' to retrieve details.</li> <li>- Begin to use quotations from the text.</li> <li>- Retrieve and record information from a fiction text.</li> <li>- Retrieve information from a non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>- Confidently 'skim' and 'scan' texts to record details.</li> <li>- Use relevant quotes to support their answers to questions.</li> <li>- Retrieve and record information from a fiction or non-fiction text.</li> <li>- Use organisational devices in non-fiction texts to retrieve, record and discuss information.</li> </ul>	<ul style="list-style-type: none"> <li>- Retrieve, record and present information from fiction and non-fiction texts using knowledge of texts and organisational devices.</li> <li>- Confidently 'skim' and 'scan', and also use the skills of reading before and after to retrieve information.</li> <li>- Use evidence from across larger sections of text.</li> <li>- Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</li> <li>- Ask my own questions and follow a line of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>- Retrieve, record and present information from a wide variety of fiction and non-fiction texts using knowledge of texts and organisational devices.</li> <li>- Children confidently 'skim' and 'scan', and also use the skill of reading between and after to retrieve information.</li> <li>- They use evidence from across whole chapters or texts.</li> <li>- Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, playscripts, poetry and archaic texts.</li> <li>- Ask my own questions and follow a line of enquiry.</li> <li>- Use non-fiction for the purpose of retrieval (e.g. in history, geography and science textbooks).</li> </ul>
	Vocabulary	ask question retell contents page	differences retrieve / retrieval	significant events	recorded scan skim	quote	archaic quotation	
<b>Key Stage 1 – Year 1</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>➤ being encouraged to link what they can read or hear read to their own experiences</li> <li>➤ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul> </li> </ul> <a href="#">See link for notes and guidance (non-statutory)</a>		<b>Key Stage 1 – Year 2</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>➤ discussing the sequence of events in books and how items of information are related</li> <li>➤ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>➤ recognising simple recurring literary language in stories and poetry</li> </ul> </li> </ul>		<b>Lower Key Stage 2 – Years 3 and 4</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>➤ identifying themes and conventions in a wide range of books</li> </ul> </li> <li>- understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>➤ identifying main ideas draw from more than one paragraph and summarising these\</li> <li>➤ identifying how language, structure and presentation contribute to meaning</li> </ul> </li> </ul>		<b>Upper Key Stage 2 – Years 5 and 6</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>➤ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>➤ making comparisons within and across books</li> </ul> </li> <li>- understand what they read by: <ul style="list-style-type: none"> <li>➤ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul> </li> </ul>		



## What will our pupils go on to learn?

### Reading Progression: Programme of Study KS3 and KS4

#### 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.

#### Reading

Reading at key stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information.

Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Pupils should be taught to control their speaking consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading and spoken language. This involves consolidation, practice and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Teachers should build on the knowledge and skills that pupils have been taught at key stage 2 (for key stage 3) and key stage 3 (for key stage 4). Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.

#### Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

#### Reading Progression: Subject Content KS3

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
  - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
    - English literature, both pre-1914 and contemporary, including prose, poetry and drama
    - Shakespeare (two plays)
    - seminal world literature
  - choosing and reading books independently for challenge, interest and enjoyment.
  - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- understand increasingly challenging texts through:
  - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
  - making inferences and referring to evidence in the text
  - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
  - checking their understanding to make sure that what they have read makes sense.
- read critically through:
  - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
  - recognising a range of poetic conventions and understanding how these have been used
  - studying setting, plot, and characterisation, and the effects of these
  - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
  - making critical comparisons across texts
  - studying a range of authors, including at least two authors in depth each year.

#### Reading Progression: Subject Content KS4

Pupils should be taught to:

- read and appreciate the depth and power of the English literary heritage through:
  - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:
    - at least one play by Shakespeare
    - works from the 19th, 20th and 21st centuries
    - poetry since 1789, including representative Romantic poetry
  - re-reading literature and other writing as a basis for making comparisons
  - choosing and reading books independently for challenge, interest and enjoyment.
- understand and critically evaluate texts through:
  - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
  - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
  - identifying and interpreting themes, ideas and information
  - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
  - seeking evidence in the text to support a point of view, including justifying inferences with evidence
  - distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
  - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
  - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading
- make an informed personal response, recognising that other responses to a text are possible and evaluating these.