

Barnfields Primary School

Reading Curriculum Knowledge and Skills Progression Map

	EYFS	KS	1		KS	2	
Word Reading	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reduing	Early Learning Goals Read individual letters by saying the sounds for them.	To apply phonic knowledge and skills as the route to decode words.	To continue to apply phonic knowledge and skills as the route to decode	To use and apply their phonic knowledge to decode quickly and accurately (may still need	To read most words fluently and attempt to decode any unfamiliar words with	To read most words fluently and attempt to decode any unfamiliar words with increasing	To read fluently with full knowledge of all Y5/Y6 exception words, root words,
Phonics and Decoding	Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound- blending.	To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, - ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables that contain taught GPCs using syllable boundaries. To read most words containing common suffixes. *	support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in- ,im-,il-,ir ,dis-,mis-,un-, re-, sub-, inter-, super-, anti- and auto-to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, ous,- ture,-sure,-sion, -tion,-ssion and-cian,to begin to read aloud. *	increasing skill and speed. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, - cial, tial, -ant/-ance/- ancy, -ent/ence/-ency, - able/-ably, and -ible/ ibly, to read aloud fluently.	prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.



	Read a few common	To read most Y1	To read most Y1 and	To read most Y3/Y4	To read all Y3/Y4	To read most Y5/	To read all Y5/
	exception words	common exception	Y2 common	exception words. *	exception words*,	Y6 exception words. *	Y6 exception words *,
5	matched to the school's	words, noting unusual	exception words*,	exception words.	discussing the	To exception words.	discussing the
Common Exception Words	phonic programme.	correspondences	noting unusual		unusual		unusual
ds kce	phonic programme.	between spelling and	correspondences		correspondences		correspondences
ion Exce Words	Read aloud.	sound and where these					
δ			between spelling and sound and where		between spelling and		between spelling and sound and where
Ē	including some	occur in words.			sound		
S	common exception		these occur in the		correspondences and		these occur in the
	words.		word.		where these occur in		word.
					the word.		
	Re-read books to build	To accurately read	To read aloud books	At this stage, for mos		At this stage, there should	
	up their confidence in	decodable texts that	(closely matched to	comprehension skills should		direct teaching of word	
	word reading, their	are consistent with	their improving	over teaching word reading directly.		pupi	ls.
	fluency and their	their developing phonic	phonic				
	understanding and	knowledge, that do not	knowledge), sounding	Any focus on word reading should support the		When teachers are reading with or to pupils,	
	enjoyment.	require them to use	out unfamiliar words	development of vocabulary.		attention should be paid to new vocabulary – both	
		other strategies to work	accurately,			a word's meaning(s) and it	s correct pronunciation.
	Read aloud simple	out words.	automatically and				
	sentences and books		without undue				
	that are consistent with	To re-read texts to build	hesitation.				
	their phonic	up fluency and					
Ś	knowledge.	confidence in word	To re-read these				
Fluency		reading.	books to build up				
E			fluency and				
		To recognise the	confidence in word				
		importance of full stops	reading.				
		when reading.					
			To read words				
			accurately and				
			fluently without overt				
			sounding and				
			blending, e.g. at over				
			90 words per minute,				
			in age- appropriate				
			texts.				



	EYFS	K	S1	KS2						
Reading Comprehension	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Linguist Skills/ Understanding and Correcting Inaccuracies	Re-read what they have written to check that it makes sense.	To check that a text makes sense to them as they read and to self- correct. Notice and comment on obvious features of language (e.g. rhymes, significant words, predictable phrases). Identify the beginning, middle and end of stories. Identify the meaning of new words or phrases, with adult support.	To check that the text makes sense to them as they read and to correct inaccurate reading. Identify familiar patterns of language (e.g. once upon a time, first, next, finally). To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.	Identify and self-correct using knowledge acquired and from own experience. Recognise and explain some basic features of language (e.g. adjectives, adverbs etc.) Explain the difference that the precise choice of adjectives and verbs can make.	Identify and self-correct errors, using the context of new or unfamiliar words or vocabulary knowledge. Explain basic features of language structure and presentation, and explain how they contribute to meaning.	Self-correct and apply growing knowledge of root words, prefixes and suffixes to understand new words. Reflect on similarities and differences between texts or versions, using explanations. Identify how language, structure and presentation contribute to meaning.	Self-correct using the context, applying knowledge of root words, prefixes and suffixes to understand new words. Compare themes and conventions within and across text types. Explain how language structure and presentation contribute to meaning.			
Comparing, Contrasting and Commenting	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories, fairy tales and traditional tales, in increasing detail, considering their	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). Ask literal questions to improve their understanding of the text.	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern, fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism).			



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	g					,		,
	ce	· ·	0	0,			,	
	ext		Ũ		, 0			0 0 0
	t t		alleduy kilowil.	to known vocabulary.	-	iiiiagiiiatioii.	ngurative language.	
	ria			To discuss their		Commont on the	To ovaluate the use	,
	s ir				of words in context.			-
	Aut	and during role play.						
choice of words and mood and tension. created an impact on	ă Î			pnrases.				metaphor, simile,
					choice of words and	mood and tension.	created an impact on	



			Γ				
				phrases for effect.		the reader.	analogy, imagery, style
					Explain why a writer		and effect.
					has used different	Discuss the effects of	
					sentence types or a	different words and	Identify and explain
					particular word order	phrases to create	how meaning is
					and the effect it has	different images and	enhanced
					created.	atmospheres.	through choice of
							words and phrases.
					Discuss the meaning of	Explain how and why a	
					words in context.	writer has used clauses to	Comment on the
						add information to a	success of texts in
					Identify how the writer	sentence.	provoking particular
					has used precise word		responses (e.g.
					choices for effect to	Understand that	anger, sadness).
					impact on the reader.	figurative language	
						creates images.	
						Identify the ways in	
						which paragraphs are	
						linked.	
						Discuss how an author	
						builds a character	
						through dialogue, action	
						and description.	
	Anticipate (where	To begin to make	To make simple,	To answer questions	Discuss reasons for	To draw inference from	Infer and deduce
	appropriate) key	simple inferences (e.g.	plausible attempts to	appropriately, including	actions and events	characters' feelings,	authorial intent,
	events in stories.	explaining what has	explain meanings in the	some simple	based on evidence in	thoughts and motives	character and aspects
u C		happened in a familiar	text based on	inference questions	the text.	that justifies their actions,	of plot, based on
Inference and Prediction		story) of what is being	characters' speech or	based on characters'		supporting their views	evidence drawn from
edi		said or done.	actions.	feelings, thoughts and	Recognise how a	with evidence from the	different points in
Pr				motives.	character is presented	text.	the text.
pu		To predict what might	To make inferences on		in different ways and		
9		happen on next on the	the basis of what is	To justify predictions	respond to this with	Use inference and	To consider different
enc		basis of what has been	being said and done.	using evidence from the	reference to the text.	deduction skills to discuss	accounts of the same
fer		read so far.		text.		messages, moods,	event and to discuss
Ē			The predict what might		To draw inference from	feelings and attitudes	viewpoints (both of
		Draw on own	happen on the basis of	Identify the main	characters' feelings,	using clues from the text.	authors and of fictional
		experiences and	what has been read so	purpose/viewpoint that		-	characters).
		background	far in the text.			To make predictions	
l l				1	1		



						-
	experiences to make		the writer shows in a	thoughts and motives	based on details stated	Infer messages, moods
	sense of what has been	Recognise that there	text.	that justifies their	and implied, justifying	and feelings across a
	read.	are different viewpoints		actions.	them in detail with	text.
		in a story.			evidence from the text.	
	Name the overall			To justify predictions		Recognise which
	emotion expressed by			from details stated and	Understand and explain	character the writer
	stories or poems (e.g.			implied.	different characters'	wants the reader to like
	funny, scary).			-	point of view.	or dislike and what
						techniques are used to
						achieve this.
						To explore alternatives
						that could have
						occurred in texts,
						justifying ideas.
						Justi ying lacasi
						To discuss how
						characters change and
						develop through texts
						by drawing inferences
						by drawing interences based on indirect clues.
						based on indirect clues.
						Due diet whet wight
						Predict what might
						happen from details,
						both stated and
						implied, using
						knowledge gained from
						a wide variety of texts.
						Identify and discuss
						explicit and implicit
						points of view in some
						texts.
	To recite simple poems	To continue to build up	To prepare and perform	To recognise and	To continually show an	To confidently perform
Poetry and Performance	by heart.	a repertoire of poems	poems and play scripts	discuss some different	awareness of	texts (including poems
an		learnt by heart,	that show some	forms of poetry (e.g.	audience when	learnt by heart) using a
r tr		appreciating these	awareness of the	free verse or narrative	reading out loud using	wide range of devices
oet		and reciting some with	audience when reading	poetry).	intonation, tone,	to engage the audience
Pe P		appropriate intonation	aloud.		volume and action	and for effect.
		to make the meaning			(poems, plays).	
L	1	to mane the meaning			(2000) 200307	I



		-1	To be also to you	To supervise and so of		1
		clear.	To begin to use	To prepare and perform		
			appropriate intonation	poems and playscripts		
		Recognise simple	and volume when	with appropriate		
		recurring literary	reading aloud.	techniques (intonation,		
		language in stories and		tone, volume and		
		poetry		action) to show		
				awareness of the		
				audience when reading		
				aloud.		
	Begin to recognise the	Find information in	To retrieve and record	To use all of the	To use knowledge of	To retrieve, record and
	difference between	non-fiction using	information from non-	organisational devices	texts and organisation	present relevant
	fiction and non-fiction	features.	fiction texts.	available within a non-	devices to retrieve,	information from non-
	texts.			fiction text to retrieve,	record and discuss	fiction texts.
		To recognise that	Recognise the purpose	record and discuss	information from fiction	
	Find information in	non- fiction books are	of the different parts of	information.	and non-fiction texts.	To use non-fiction
u	simple, non-fiction	often structured in	non-fiction texts (e.g.			materials for
Ċ,	books.	different ways.	subheadings).	To use dictionaries to	Present key facts.	purposeful information
Non-Fiction		,	5,	check the meaning of	,	retrieval
Vor	Comment on parts of	Name various	Begin to use	words that they have		(e.g. in reading history,
-	the text (e.g.	organisational features	dictionaries to check	read		geography and science
	illustrations, diagrams	of non-fiction texts (e.g.	the meaning of words.			textbooks) and in
	and changes in font	captions, headings etc.)				contexts where pupils
	style).					are genuinely
	Style).					motivated to find out
						information.
						information.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.