



Barnfields Primary School

Reading Curriculum Knowledge and Skills Progression Map

Word Reading	EYFS	KS1		KS2			
	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables that contain taught GPCs using syllable boundaries.</p> <p>To read most words containing common suffixes. *</p>	<p>To use and apply their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>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.*</p> <p>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. *</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing skill and speed.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>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.</p>	<p>To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>



<p style="text-align: center;">Common Exception Words</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p style="text-align: center; color: green;">Read aloud, including some common exception words.</p>	<p>To read most Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read most Y3/Y4 exception words. *</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and sound correspondences and where these occur in the word.</p>	<p>To read most Y5/ Y6 exception words. *</p>	<p>To read all Y5/ Y6 exception words *, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
<p style="text-align: center;">Fluency</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p style="text-align: center; color: green;">Read aloud simple sentences and books that are consistent with their phonic knowledge.</p>	<p>To accurately read decodable texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To re-read texts to build up fluency and confidence in word reading.</p> <p>To recognise the importance of full stops when reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To re-read these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age- appropriate texts.</p>	<p>At this stage, for <u>most</u> pupils, teaching comprehension skills should be taking precedence over teaching word reading directly.</p> <p>Any focus on word reading should support the development of vocabulary.</p>		<p>At this stage, there should be no need for further direct teaching of word reading for <u>almost all</u> pupils.</p> <p>When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</p>	



Reading Comprehension	EYFS	KS1		KS2			
	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.	<p>To check that a text makes sense to them as they read and to self-correct.</p> <p>Notice and comment on obvious features of language (e.g. rhymes, significant words, predictable phrases).</p> <p>Identify the beginning, middle and end of stories.</p> <p>Identify the meaning of new words or phrases, with adult support.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>Identify familiar patterns of language (e.g. once upon a time, first, next, finally).</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Identify and self-correct using knowledge acquired and from own experience.</p> <p>Recognise and explain some basic features of language (e.g. adjectives, adverbs etc.)</p> <p>Explain the difference that the precise choice of adjectives and verbs can make.</p>	<p>Identify and self-correct errors, using the context of new or unfamiliar words or vocabulary knowledge.</p> <p>Explain basic features of language structure and presentation, and explain how they contribute to meaning.</p>	<p>Self-correct and apply growing knowledge of root words, prefixes and suffixes to understand new words.</p> <p>Reflect on similarities and differences between texts or versions, using explanations.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Self-correct using the context, applying knowledge of root words, prefixes and suffixes to understand new words.</p> <p>Compare themes and conventions within and across text types.</p> <p>Explain how language structure and presentation contribute to meaning.</p>
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.	<p>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.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories, fairy tales and traditional tales, in increasing detail, considering their</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Ask literal questions to improve their understanding of the text.</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g.</p>	<p>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.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>	<p>To 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.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p>



		<p>particular characteristics.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>To join in with discussions about a text, listening to what others say.</p> <p>To discuss the significance of events.</p> <p>Answer simple questions on what has been read, giving literal answers from the text.</p>	<p>traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>Summarise a story, giving the main points in a clear sequence.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text, recalling specific, simple information.</p>	<p>Summarise and explain the main points in a text, referring back to it to support this.</p>	<p>a diary written in the first person).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To identify main ideas drawn from more than one paragraph, identifying some key details.</p> <p>Quote directly from the text to answer questions.</p> <p>Identify statements of facts and opinion.</p> <p>Discuss their understanding of what they have read, maintaining focus on the topic and using notes where necessary.</p>	<p>Summarise the main ideas from more than one paragraph, identifying key details that support the main idea.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p> <p>Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining focus on the topic and using notes where necessary.</p>
<p>Words in Context and Authorial Choice</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>Comment on the author's choice of language to create mood and tension.</p>	<p>To discuss vocabulary used by the author to create effect, including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile,</p>



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



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



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

**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.*