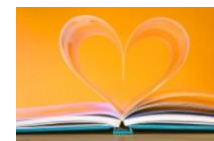




Kessingland Church of England Primary Academy
Reading: Knowledge and Skills Progression



	<u>YR2</u>	<u>YR3</u>	<u>YR4</u>	<u>YR5</u>	<u>YR6</u>	
Comprehension - linked to VIPERS:	Vocabulary	<p>Discussing and clarifying the meanings of words; link new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Recognise some recurring language in stories and poems.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Discuss words that capture the readers interest or imagination identify how language choices help build meaning.</p> <p>Find the meaning of new words using substitution within a sentence.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Use a thesaurus to find synonyms.</p> <p>Discuss why words have been chosen and the effect these have on the reader.</p> <p>Explain how words can capture the interest of the reader.</p> <p>Discuss new and unusual vocabulary and clarify the meaning of these.</p> <p>Find the meaning of new words using the context of the sentence.</p>	<p>Explore the meaning of words in context, confidently using a dictionary.</p> <p>Discuss how the author's choice of language impacts the reader.</p> <p>Evaluate the author's use of language.</p> <p>Investigate alternative word choices that could be made.</p> <p>Begin to look at the use of figurative language.</p> <p>Use a thesaurus to find synonyms for a larger variety of words.</p> <p>Re-write passages using alternative word choices.</p> <p>Read around the word and explore its meaning in the broader context of a section or paragraph.</p>	<p>Evaluate how the author's use of language impacts upon the reader.</p> <p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>Discuss how presentation and structure contribute to meaning.</p> <p>Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</p>
	Inference	<p>Make inferences about characters' feelings, using what they say and do.</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions.</p>	<p>Ask and answer questions appropriately, including some simple inference questions</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from</p>

	<p>Infer basic points and begin, with support, to pick up on subtler references.</p> <p>Answering and asking questions and modifying answers as the story progresses.</p> <p>Use pictures or words to make inference.</p>	<p>Justify inferences by referencing a specific point in the text.</p> <p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Make inferences about actions or event.</p>	<p>based on characters' feelings, thoughts and motives (I know this because questions).</p> <p>Infer characters' feelings, thoughts and motives from their stated actions.</p> <p>Consolidate the skill of justifying them using a specific reference point in the text.</p> <p>Use more than one piece of evidence to justify their answer.</p>	<p>their actions, and justifying inferences with evidence.</p> <p>Make inferences about actions, feelings, events or states.</p> <p>Use figurative language to infer meaning.</p> <p>Give one or two pieces of evidence to support the point they are making.</p> <p>Begin to draw evidence from more than one place across a text.</p>	<p>their actions, and justifying inferences with evidence.</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Make inferences about events, feelings, states backing these up with evidence.</p> <p>Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made.</p> <p>They can draw evidence from different places across the text.</p>
Prediction	<p>Predicting what might happen on the basis of what has been read in terms of plot, character and language so far.</p> <p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge to make predictions and justify them.</p> <p>Use details from the text to form further predictions.</p>	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>Monitor these predictions and compare them with the text as they read on.</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Support predictions with relevant evidence from the text.</p> <p>Confirm and modify predictions as they read on.</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Support predictions by using relevant evidence from the text.</p> <p>Confirm and modify predictions in light of new information.</p>

<p>Explain</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Express my own views about a book or poem.</p> <p>Discuss some similarities between books.</p> <p>Listen to the opinion of others.</p>	<p>Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>Recognise authorial choices and the purpose of these.</p>	<p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying how language, structure, and presentation contribute to meaning. Recognise authorial choices and the purpose of these.</p>	<p>Provide increasingly reasoned justification for my views.</p> <p>Recommend books for peers in detail.</p> <p>Give reasons for authorial choices.</p> <p>Begin to challenge points of view.</p> <p>Begin to distinguish between fact and opinion.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<p>Provide increasingly reasoned justification for my views.</p> <p>Recommend books for peers in detail.</p> <p>Give reasons for authorial choices.</p> <p>Begin to challenge points of view.</p> <p>Begin to distinguish between fact and opinion.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Distinguish between fact, opinion and bias, explaining how they know this.</p>
<p>Retrieval</p>	<p>Independently read and answer simple questions about what they have just read.</p>	<p>Use contents page and subheadings to locate information.</p>	<p>Confidently skim and scan texts to record details.</p>	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p>	<p>Children confidently skim and scan, and also use the skill of reading before and</p>

	<p>Asking and answering retrieval questions.</p> <p>Draw on previously taught knowledge.</p> <p>Remember significant event and key information about the text that they have read.</p> <p>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.</p>	<p>Learn the skill of ‘skim and scan’ to retrieve details.</p> <p>Begin to use quotations from the text.</p> <p>Retrieve and record information from a fiction text.</p> <p>Retrieve information from a non-fiction text</p>	<p>Using relevant quotes to support their answers to questions.</p> <p>Retrieve and record information from a fiction or non-fiction text.</p>	<p>Use evidence from across larger sections of text.</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p>	<p>after to retrieve information.</p> <p>They use evidence from across whole chapters or texts.</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p>
Summarise	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Retell using a wider variety of story language.</p> <p>Order events from the text.</p> <p>Begin to discuss how events are linked focusing on the main content of the story.</p>	<p>Identifying main ideas drawn from a key paragraph or page and summarising these.</p> <p>Begin to distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a story.</p> <p>Teachers begin to model how to record summary writing.</p> <p>Identify themes from a wide range of books.</p>	<p>Use skills developed in Year 3 in order to write a brief summary of main points, identifying and using important information.</p> <p>Identifying main ideas drawn from more than one paragraph.</p> <p>Identify themes from a wide range of books.</p> <p>Summarise whole paragraphs, chapters or texts.</p>	<p>Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <p>Make connections between information across the text and include this in an answer.</p> <p>Discuss the themes or conventions from a chapter or text.</p> <p>Identify themes across a wide range of writing.</p>	<p>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Make comparisons across different books.</p> <p>Summarise entire texts, in addition to chapters or paragraphs, using a limited</p>

			Make simple notes from one source of writing.	Highlight key information and record it in bullet points, diagrams, maps etc.		amount of words or paragraphs.
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National Curriculum statements for comprehension - linked to VIPERS:	Year Group	National Curriculum Statements
	YR2	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>V1: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>S1: discussing the sequence of events in books and how items of information are related</p> <p>S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>E1/3: being introduced to non-fiction books that are structured in different ways</p> <p>V3: recognising simple recurring literary language in stories and poetry</p> <p>V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>V2: discussing their favourite words and phrases</p> <p>S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>V2: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>I1/2: making inferences on the basis of what is being said and done</p> <p>R1/2: answering and asking questions</p> <p>P1/2: predicting what might happen on the basis of what has been read so far</p> <p>I3/R5: 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</p> <p>E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>
	YR3	<p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning</p> <p>E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E2: reading books that are structured in different ways and reading for a range of purposes</p> <p>V4: using dictionaries to check the meaning of words that they have read</p> <p>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>V2: discussing words and phrases that capture the reader's interest and imagination</p> <p>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1:</p>

	<p>explaining the meaning of words in context I3: asking questions to improve their understanding of a text I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction E1/2/3: 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</p>
YR4	<p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally E1: identifying themes and conventions in a wide range of books, preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action V2: discussing words and phrases that capture the reader's interest and imagination E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry] V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context I3: asking questions to improve their understanding of a text I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction E1/2/3: 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</p>
YR5	<p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S2: reading books that are structured in different ways and reading for a range of purposes R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices S3: identifying and discussing themes and conventions in and across a wide range of writing S2: learning a wider range of poetry by heart E3: making comparisons within and across books S2: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context I1/2: asking questions to improve their understanding</p>

		<p>I1/2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p> <p>S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>E6: identifying how language, structure and presentation contribute to meaning</p> <p>V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>E5: distinguish between statements of fact and opinion</p> <p>E8: retrieve, record and present information from non-fiction</p> <p>S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>
	YR6	<p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>S2: reading books that are structured in different ways and reading for a range of purposes</p> <p>R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices</p> <p>S3: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>S2: learning a wider range of poetry by heart</p> <p>E3: making comparisons within and across books</p> <p>S2: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>I1/2: asking questions to improve their understanding</p> <p>I1/2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p> <p>S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>E6: identifying how language, structure and presentation contribute to meaning</p> <p>V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>E5: distinguish between statements of fact and opinion</p> <p>E8: retrieve, record and present information from non-fiction</p> <p>S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>

	YR2	YR3	YR4	YR5	YR6
Decoding and Fluency	Secure phonic decoding until reading is fluent.	Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings

<p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read multi-syllable words containing these graphemes.</p> <p>Read common suffixes.</p> <p>Read exception words, noting unusual correspondences.</p> <p>Read most words quickly & accurately without overt sounding and blending.</p>	<p>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>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 begin to read Y3/Y4 exception words.</p>	<p>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p> <p>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>skill, recognising their meaning through contextual cues.</p> <p>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 most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</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>	
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	YR2	YR3	YR4	YR5	YR6
Range of reading	*listening to, discussing and expressing views about a wide range of	*listening to and discussing a wide range of fiction, poetry,	plays, non-fiction and reference books or textbooks	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference	books or textbooks

	contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	*reading books that are structured in different ways and reading for a range of purposes	*reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books
Familiarity with texts	*becoming increasingly familiar with, and retelling, a wider range of stories, fairy stories and traditional tales. *recognising simple recurring literary language in stories and poetry.	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	*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 *identifying and discussing themes and conventions in and across a wide range of writing
Poetry and performance	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word meanings	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary. *discussing their favourite words and phrases.	*using dictionaries to check the meaning of words that they have read	
Understanding	*discussing the sequence of events in books and how items of information are related. *drawing on what they already know or on background information	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

	<p>and vocabulary provided by the teacher.</p> <p>*checking that the text makes sense to them as they read and correcting inaccurate reading.</p>		
Authorial intent		<p>*discussing words and phrases that capture the reader's interest and imagination</p> <p>*identifying how language, structure, and presentation contribute to meaning</p>	<p>*identifying how language, structure and presentation contribute to meaning</p> <p>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
Non-fiction	<p>*being introduced to non-fiction books that are structured in different ways.</p>	<p>*retrieve and record information from non-fiction</p>	<p>*distinguish between statements of fact and opinion</p> <p>*retrieve, record and present information from nonfiction</p>
Discussing reading	<p>*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say.</p> <p>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>*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</p>	<p>*recommending books that they have read to their peers, giving reasons for their choices</p> <p>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>*explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>*provide reasoned justifications for their views</p>