

Grimsdyke School

Knowledge and Skill Progression Map

Subject: Reading (Word Reading and Comprehension)

Year Group	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Reception	<ul style="list-style-type: none"> • Know things can be real or imagined and made up • Know an author writes the words for a story or book and an illustrator creates the images – these can sometimes be the same person • The way stories are structured – have a beginning, middle and end. • Know how to recognise familiar words and signs such as own name and advertising logos. • Know information can be relayed in the form of print. • Know that print carries meaning and, in English, is read from left to right and top to bottom. • Know that information can be retrieved from books and computers • Know the grapheme phoneme correspondences (GPC) for all 44 sounds • Say a sound for each letter in the alphabet and at least 10 digraphs. • Know sounds can be blended to make words • Know that some words are tricky i.e. Not phonically regular and know how to recognise these words • Know that a sentence is one complete idea that includes the subject of the idea and an action/verb. • Know how to recognise a capital letter and full stop • Know that we pause when we reach a full stop when reading • Know that a prediction is a guess about what might happen next or at the end of a story • Know a variety of stories to retell orally. 	<ul style="list-style-type: none"> • Say the correct sound for all of the 44 phonemes in English including alternative sounds where applicable • Read words consistent with their phonic knowledge by sound-blending. • Read accurately unfamiliar words by blending the phonemes which have been taught • Read the common exception words (tricky words) up to including phase 5 • Read words with common endings (s/es/ing/ed/er/est) and contractions • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Read aloud books that are consistent with their developing phonic knowledge • Show greater fluency and confidence when re-reading a text • Listen to, join in with repeated phrases from and discuss a range of traditional stories and poems • Anticipate (where appropriate) key events in stories. • Make links between what they read or hear read and their own experiences • Make predictions and inferences on the basis of what has been read, said and done by different characters • Check what they read makes sense and reread to correct where appropriate • Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> • Real/imaginary/pretend • Story • Fiction/ Non-fiction • Author • Illustrator • Rhyme • Rhythm • Sounds • Letters • Sentence – full stop and capital letter • Tricky word • Prediction

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	<ul style="list-style-type: none">• Know some stories, non-fiction texts, rhymes and poems when appropriate.	<ul style="list-style-type: none">• Respond to what they hear with relevant questions, comments and actions when being read to (during whole class discussions and small group interactions).• Participate in discussion about what is read to them, taking turns and listening to what others say• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Offer their own ideas or explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	
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	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Year 1	<ul style="list-style-type: none"> • Know that you blend sounds by saying them smoothly together to hear a word • Know what a syllable is and that you can break words into syllables to read them • Know what a digraph and split digraph are • Know the plot of traditional tales studied • Know that traditional stories have changed/ developed over time • Know that stories are influenced by the person, time and culture within which they were created • Know that a character is a person in a story and a setting is the place where it happens • Know what a contents and index page are and what they are used for • Know that you can use context and word root to work out meaning • Know that the punctuation in a text clarifies meaning and changes how we read it aloud • Know that when you read a sentence it should make sense and/or communicate what the author intended • Know that what happens in a story is based on or related to what has already happened or has been shared by the author • Know that authors sometimes reveal things slowly to build suspense in a story • Know the meaning of an increasing vocabulary of commonly experienced words <p><u>Word reading</u></p>	<ul style="list-style-type: none"> • Say the correct sound for all of the 44 phonemes in English including alternative sounds where applicable. • Read accurately unfamiliar words by blending the phonemes which have been taught. • Read the common exception words (tricky words) up to including phase 5. • Read words with common endings (s/es/ing/ed/er/est) and contractions. • Read aloud books that are consistent with their developing phonic knowledge • Show greater fluency and confidence when re-reading a text • Listen to, join in with repeated phrases from and discuss a range of traditional stories and poems • Make links between what they read or hear read and their own experiences • Make predictions and inferences on the basis of what has been read, said and done by different characters • Check what they read makes sense and reread to correct where appropriate • Participate in discussion about what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> • Phonemes • Graphemes • Syllables • Digraph • Split digraph • Blending • Tricky words • Prediction • Inference • Traditional story • Poem • Recount • Narrator • Character • Setting • Index/ Contents • Punctuation

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	<p><i>Pupils should know how to:</i></p> <ul style="list-style-type: none">• <i>apply phonic knowledge and skills as the route to decode words</i>• <i>read other words of more than one syllable that contain taught GPCs</i>• <i>build up their fluency and confidence in word reading by re-reading books</i> <p><u>Comprehension</u></p> <p><i>Pupils should:</i></p> <ul style="list-style-type: none">• <i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>• <i>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</i>• <i>recognising and joining in with predictable phrases</i>• <i>learning to appreciate rhymes and poems, and to recite some by heart</i>• <i>discussing word meanings, linking new meanings to those already known</i>• <i>discussing the significance of the title and events</i>		
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Year 2	<ul style="list-style-type: none"> Know the meaning of key question words – who, what, why, where, when and how Know how to locate and retrieve explicit or factual information from a text Know that to make an inference or deduction, you need to identify a clue in the text Know that authors pick words and events in stories for deliberate reasons Know that creating a summary/sequence of a story will enable them to check it makes sense and their understanding Know how to show the impact of punctuation on a text through different ways of reading aloud Know most of the CEW for Key Stage 1 and all the gpcs Know the alphabet in sequence Know that applying real life knowledge can help to make an inference or deduction about a story <p><u>Word reading</u> Pupils should know how to:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent blend the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read aloud books closely matched to their improving phonic knowledge 	<ul style="list-style-type: none"> Read accurately most words of two or more syllables. Read most words containing common suffixes. Read 30 common exception words. Read the majority of common exception words. Read most words accurately without overt sounding and blending. (approximately 90 words per minute) Read with fluency to allow them to focus on their understanding rather than on decoding individual words. Sound out most unfamiliar words accurately, without undue hesitation. Check a text makes sense to them, correcting any inaccurate reading. Answer questions about a text and make some inferences. Explain what has happened so far in what they have read. Make a prediction about the text. To be able to read with expression. 	<ul style="list-style-type: none"> Syllables Suffixes Inference Deduction Prediction Expression Summary Sequence Explanation

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	<ul style="list-style-type: none"> • <i>re-read these books to build up their fluency and confidence in word reading</i> <p><u>Comprehension</u> Pupils should:</p> <ul style="list-style-type: none"> • <i>develop pleasure in reading</i> • <i>have 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</i> • <i>know the sequence of events in books and how items of information are related</i> • <i>become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</i> • <i>be introduced to non-fiction books that are structured in different ways</i> • <i>know how to recognise simple recurring literary language in stories and poetry</i> • <i>know, discuss and clarify the meanings of words, linking new meanings to known vocabulary</i> • <i>know and discuss their favourite words and phrases</i> • <i>continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some</i> • <i>draw on what they already know or on background information and vocabulary provided by the teacher</i> • <i>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</i> • <i>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</i> 	
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Year 3	<ul style="list-style-type: none"> • Know the features of the following text types: <ul style="list-style-type: none"> ○ Comic strip/ graphic novel ○ Novel ○ Playcript ○ Poetry ○ Non-fiction genres – recount/ diary; instructions/ recipes etc.; information texts • Know the conventions for alphabetical order including for words starting with the same letter • Know that a dictionary gives meanings and a thesaurus gives synonyms • Know what a genre is and the features (like settings and stock characters) of key genres studied e.g. traditional tale, adventure, science fiction • Know what a theme is how it relates to an author’s intent and construction of a text • Know the meaning of an increasing vocabulary including technical words for topics studied and some abstract ideas <p><u>Word reading</u> Pupils should know how to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet <p><u>Comprehension</u> Pupils should:</p>	<ul style="list-style-type: none"> • Check to make sure the text makes sense to them and discuss their understanding of it. • Read books that are structured in different ways (comics, poetry, plays) and reading for a range of purposes. • Use dictionaries to check the meaning of words that they have read and begin to use thesauruses. • Identify themes (e.g. triumph of good v evil; love, friendship & revenge in stories etc.), conventions (the greetings in letters, use of bullet points and numbering in instructions etc.) and genres in a wide range of books. • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Discuss words and phrases that capture the reader’s interest and imagination. • Ask questions to improve their understanding of a text. • Justify their explanations with evidence from the text. • Explain characters’ feelings, thoughts and motives from their actions. • Retell a range of fairy tales, traditional tales, myths and legends. • Identify how language, structure, and presentation contribute to the impact and meaning in the text (bold, italic, fonts). • Retrieve and record information from non-fiction text. 	<ul style="list-style-type: none"> • Etymology • Genre • Narrative themes • Intonation • Justification • Dictionary/Thesaurus • Meaning • Synonym

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| | <ul style="list-style-type: none">• <i>Be able to select different genre books to read for pleasure</i>• <i>know how to look up a word in a dictionary</i>• <i>know, listen to and discuss a wide range of fiction, poetry, plays, comics, non-fiction and reference books or textbooks</i>• <i>know how to use quotations in order to justify an explanation</i>• <i>know how to identify a theme in a text form events and characters</i>• <i>know what bold and italic font are</i> | | |
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Year 4	<ul style="list-style-type: none"> Know the features of poetic forms such as acrostic, narrative, limerick, kenning, haiku Know not all versions of a meaning or all synonyms will make sense within the context of a sentence when using dictionary and thesaurus Know the difference between retelling a text(synopsis) and saying what you think or feel about it (personal opinion) Know that an author's point of view and intent shapes the creation of a text Know a range of reading techniques (deep read, skim, scan etc.) and what situations they are most appropriate for Know how the full range of punctuation is used to clarify meaning in sentences and indicate how they should be read <p><u>Word reading</u> Pupils should know how to:</p> <ul style="list-style-type: none"> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p><u>Comprehension</u> Pupils should:</p> <ul style="list-style-type: none"> be increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally know how to articulate preferences in genre 	<ul style="list-style-type: none"> To give a personal view point on a text. Re-explain a text with confidence. Justify inferences with evidence, predicting what might happen from details stated or implied. Use appropriate voices for characters within a story. Recognise different forms of poetry and describe their features. Explain why a writer has used different sentence types or a particular word order and the effect it created. To be able to skim and scan text to locate information and/or answer a question. To be able to read aloud a variety of different text types to demonstrate understanding of how punctuation and sentence structure affect intonation, tone, volume and expression Identify and summarise ideas drawn from more than one paragraph. To know the meaning of root words, prefixes (e.g. re-, auto-, anti) and suffixes (e.g. -ed, -ing) Use dictionaries and thesauruses to check the meaning of unfamiliar words and find appropriate synonyms. To read, decode and investigate words that do not follow spelling patterns. 	<p>Character 'voice'</p> <p>Poetry as a narrative</p> <p>Word order/syntax</p> <p>Root words</p> <p>Prefix</p> <p>Synopsis</p> <p>Personal opinion</p>

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| | <ul style="list-style-type: none">• <i>know how to skim and scan for key words</i>• <i>predicting what might happen from details stated and implied</i>• <i>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</i>• <i>know how to identify a root word, prefix and suffix</i> | | |
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Year 5	<ul style="list-style-type: none"> • Know and identify: <ul style="list-style-type: none"> ○ Simile ○ Metaphor ○ Personification ○ Onomatopoeia • Know some of the techniques authors use to share their point of view in a text (and to persuade) • Know what information to include to provide an answer to a question about a text • Know that the term audience can refer to readers of a text as well as attendees at a performance • Know the titles, authors and know quotes from focus texts and poems studied • Know the meaning of a wide range of vocabulary including words for abstract ideas such as themes, emotions and motivations • Know that words from a range of languages have been adapted and adopted into the English language <p><u>Word Reading:</u> Pupils should:</p> <ul style="list-style-type: none"> • be encouraged to apply their 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. • *At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative 	<ul style="list-style-type: none"> • Can infer the meaning of unknown words from the way they are used within a text. • Can understand and explain the function of sophisticated punctuation e.g. ..., ;, :, () • To use a range of resources to retrieve, record and present information from non-fiction texts. • To ask sensible and appropriate questions to improve their understanding of what they have read. • To distinguish between statements of fact and opinion. • Can refer to the text to support predictions and opinion. • Can confidently identify the purpose and audience of a text. • Demonstrate an understanding of a text through discussion and debate. • Discuss similar themes occurring across stories and expressing preferences and building on prior knowledge. • To understand and identify devices such as metaphor, simile, analogy, imagery, style, and effect in order to discuss a text. • To discuss how authors use language, including figurative language (words or expressions with a meaning that is different from the literal interpretation), in the books they read, and considering the impact on the reader. • Recommend books to their peers and explain reasons for their choice. 	<ul style="list-style-type: none"> • Point, evidence, explanation • Fact/opinion • Recurring themes • Figurative language • Author style/intent • Simile • Metaphor • Personification • Onomatopoeia

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that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Comprehension:

Pupils should:

- *continuing to broaden their knowledge of an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
- *know the difference between fact and opinion*
- *know how to define figurative language*
- *know that reading books are structured in different ways*
- *increase 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*
- *know how to make comparisons within and across books*
- *know and learn a wider range of poetry by heart*
- *know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- *know how to use 'point, evidence, explanation' model to explain an idea*

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Year 6	<ul style="list-style-type: none"> Know a range of strategies that can be used to work out the meaning of a piece of vocabulary – and when each is best applied Know and recognise frequently used techniques in fiction writing and their intended impact e.g. use of passive voice in detective stories to hide the perpetrator and build suspense Know and recognise the strategies used to persuade and for propaganda in non-fiction texts Know the positive and negative aspects of online and internet texts when reading for information Know a range of classic, age appropriate texts and how they reflect their author, time and culture Know their own reading preferences and the reasons for them <p><u>Word reading:</u></p> <ul style="list-style-type: none"> Know how to investigate the etymology of words, from their root to their meaning and associated words <p><u>Comprehension:</u> Pupils should:</p> <ul style="list-style-type: none"> Know what the effect of using different types of figurative language is on the reader Know how to use a thesaurus to select precise vocabulary continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> Read age appropriate books and other reading materials with confidence and fluency (including whole novels). Read aloud with accurate intonation and volume that shows understanding of register and formality, including reading poetry by heart. Work out the meanings of words from the context and by applying their growing knowledge of word morphology and etymology. Explain and discuss their understanding of what they have read (including by retrieving factual information), drawing deductions and inferences and justifying these with evidence. Predict what might happen from details stated and implied, modifying predictions in the light of new information. Retrieve, record and present information from a range of non-fiction texts. Summarise main ideas, identifying key details and using quotes for illustration. Evaluate how authors select precise and/or technical language, figurative language, text and sentence structure, considering the impact on the reader. Make comparisons within and across books with regard to themes, conventions, characterisation, author style and genre Discuss characters' feelings, thoughts and motives from their actions and justify ideas with evidence. 	<ul style="list-style-type: none"> Register Formality Characterisation Narrative convention Propaganda Reliability

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	<ul style="list-style-type: none">• <i>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</i>• <i>know how to identify how language, structure and presentation contribute to meaning</i>• <i>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</i>• <i>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</i>	<ul style="list-style-type: none">• <i>Identify and discuss themes and conventions across a wide range of writing.</i>• <i>Explore and recommend 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.</i>	
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