

Knowledge, skills and understanding progression map

Reading

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Word Reading	<p>Apply phonic knowledge to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs taught.</p> <p>Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.</p> <p>Read words with the endings -s, -es, -ing, -ed and -est.</p> <p>Read words of more than one syllable which contain GPCs known.</p> <p>Read contractions e.g. I'm, can't, we'll.</p> <p>Know that apostrophes represent omitted letters.</p> <p>Read some phonically-decodable books, closely matched to phonic Knowledge.</p> <p>Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.</p>	<p>Apply phonic knowledge and skills consistently to decode quickly and accurately.</p> <p>Decode alternative sounds for graphemes.</p> <p>Read some phonically-decodable books with fluency; sound out unfamiliar words automatically.</p> <p>Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.</p> <p>Read a wider range of common exception words which have been taught, including most words from the YR2 Spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.</p> <p>Read most words without overtly segmenting and blending, once they are familiar.</p>	<p>Read with fluency a range of stage-appropriate text types.</p> <p>Read at a speed sufficient for them to focus on understanding.</p> <p>Read most common exception words by sight, noting unusual correspondence between spelling and sound.</p> <p>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</p> <p>Determine the meaning of new words by sometimes applying knowledge of root words and their prefixes e.g. disagree, misbehave, Incorrect.</p> <p>Prepare poems and play scripts to read aloud and perform.</p> <p>Show appropriate intonation and volume when reciting or reading aloud.</p>	<p>Read with fluency a range of stage-appropriate texts.</p> <p>Read at a speed sufficient for them to focus on understanding.</p> <p>Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.</p> <p>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</p> <p>Determine the meaning of new words by sometimes applying knowledge of root words and their prefixes e.g. information, invasion, enclosure, mountainous.</p> <p>Prepare poems and scripts to read aloud and perform.</p> <p>Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.</p>	<p>Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</p> <p>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.</p> <p>Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.</p> <p>Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</p>	<p>Fluently and effortlessly read the full range of stage-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</p> <p>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.</p> <p>Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</p>

<p>Comprehension</p>	<p>Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.</p> <p>Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</p> <p>Link what they read to their own experiences.</p> <p>Recognise and join in with predictable phrases in poems and stories.</p> <p>Appreciate some poems; recite by heart.</p> <p>Discuss the meanings of new words, linking them to words already known.</p> <p>Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.</p> <p>Check that texts make sense when reading; self-correct and re-read inaccurate reading.</p> <p>Infer on the basis of what is said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Fully engage with reading and take pleasure from books and texts.</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.</p> <p>Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently.</p> <p>Take account of what others say.</p> <p>Show understanding of texts read independently ; self-correct.</p> <p>Know and retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Make inferences on the basis of what is said and done; predict according to what has been read so far.</p> <p>Discuss and express views about a range of non-fiction texts which are structured in different ways.</p> <p>Discuss and clarify the</p>	<p>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.</p> <p>Listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently.</p> <p>Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their particular characteristics; recognise typical presentational features.</p> <p>Identify themes and conventions in a range of texts e.g. identify a theme of ‘journeys’ or ‘invasion’; recognise the conventions of a fairy story or play; recognise how a non-fiction text is often organised and presented.</p> <p>Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.</p> <p>Draw inferences and justify with evidence e.g. characters’</p>	<p>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.</p> <p>Listen to, discuss and express views about a wide range of fiction, poetry and plays.</p> <p>Begin to justify comments.</p> <p>Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; recognise typical presentational features.</p> <p>Identify themes and conventions in a range of texts e.g. identify a theme of ‘recycling’ or ‘changes in leisure activities’; recognise the conventions of a myth or play script; know how information is signposted in reference books.</p> <p>Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.</p> <p>Draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their</p>	<p>Read and enjoy a growing repertoire of texts, both fiction and non-fiction. Be familiar with some of the text types specified in the YR 5-6 programme of study.</p> <p>Recommend books they have read to their peers, giving reasons.</p> <p>Discuss and comment on themes and conventions in a variety of genres.</p> <p>Read and recite stage-appropriate poetry which has been learned by heart.</p> <p>Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.</p> <p>Discuss their understanding of the meaning of words in context, finding other words which are similar.</p> <p>Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.</p> <p>Readily ask questions to enhance understanding.</p>	<p>Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.</p> <p>Show familiarity with different text types specified in the YR 5-6 programme of study.</p> <p>Recommend books to others, giving reasons for their choices; state preferences.</p> <p>Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.</p> <p>Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.</p> <p>Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.</p> <p>Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile;</p>
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				<p>phrases that capture the reader's interest and imagination.</p> <p>During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.</p>		<p>formal presentation and debate, maintaining a focus on the topic.</p>
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