

English – Reading – Progression of Learning (Knowledge and Skills)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing pleasure in reading and maintaining positive attitudes to reading, vocabulary and understanding of what they read by:	<ul style="list-style-type: none"> Know how to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 	<ul style="list-style-type: none"> Know how to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Know how to link what they read or hear read to their own experiences Know some key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> Know how to listen to, discuss and express 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 Know and be able to retell a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> Know how to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Knowing a wide range of books, including fairy stories, myths and legends, and retell some of these orally 	<ul style="list-style-type: none"> Know how to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks making comparisons and opinions Know a wide range of books, including fairy stories, myths and legends, and retelling some of these orally with increased detail 	<ul style="list-style-type: none"> Know how to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, beginning to form opinions and preferences Know an increasingly wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 	<ul style="list-style-type: none"> Know how to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, being able to reflect on texts objectively in terms of effectiveness and purpose Know an increasingly wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
	<ul style="list-style-type: none"> Know how to make some explanations as to why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 		<ul style="list-style-type: none"> Knows, through discussion, the sequence of events in books and how items of information are related Know that non-fiction books that are structured in different ways to each other and to other text types. 	<ul style="list-style-type: none"> Knows, through reading, that books are structured in different ways Knows that reading can be done for a range of purposes 	<ul style="list-style-type: none"> Knows that books/texts are different to each other and demonstrates some knowledge of this by being able to compare and contrast texts that are in the same genre and those that are not 	<ul style="list-style-type: none"> Knows books/texts are different to each other and can show this through by starting to form opinions based on the texts' effectiveness 	<ul style="list-style-type: none"> Knows that the way a text is structured enables it to fulfil its purpose. Knows how to make analysis/comparisons between texts that show how they are effective
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Knows and recognises predictable phrases and uses them to join in Knows why rhymes and poems are liked, Knows some rhymes and poems by heart and can recite some 	<ul style="list-style-type: none"> Knows some simple recurring literary language in stories and poetry and can recognise/recall some 	<ul style="list-style-type: none"> Knows how to identify and discuss themes and conventions in a wide range of books being able to notice similarities between texts 	<ul style="list-style-type: none"> Knows different books may have similar or different themes and conventions Knows how to discuss and show the similarities and differences between texts 	<ul style="list-style-type: none"> Knows that authors identify the themes and conventions before they write and write accordingly Knows (starts to) how to identify what an author has done in terms of themes and conventions 	<ul style="list-style-type: none"> Knows how to thoroughly compare and contrast the themes and conventions within texts, basing ideas and opinions on author technique and choice
	<ul style="list-style-type: none"> Know how to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Knows that making comments about what they have heard/asking questions will clarify their understanding 	<ul style="list-style-type: none"> Knows that discussing word meanings and finding links to words already known will increase the words known and understood 	<ul style="list-style-type: none"> Knows that the meaning of an unfamiliar word can be found by discussing it Knows that some vocabulary is linked through meaning and that this can help expand knowledge Know why they find some words and phrases more than others 	<ul style="list-style-type: none"> Knows what a dictionary is for and is starting to use dictionaries to check the meaning of unfamiliar words that they have read 	<ul style="list-style-type: none"> Knows how important using a dictionary is in clarifying the meaning of unknown words and regularly uses one to check words they have read 		<ul style="list-style-type: none">

	<ul style="list-style-type: none"> • Knows how to invent, adapt and recount narratives and stories with peers and their teacher. • Knows how to perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> • Know how to start to build a repertoire of poems learnt by heart, reciting some and know some by heart 	<ul style="list-style-type: none"> • Knows a larger repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • Knows how to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action with some confidence • Knows some forms of poetry [for example, free verse, narrative poetry] and recognises them 	<ul style="list-style-type: none"> • Knows how to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action with increasing confidence • Knows a wider range of poetry forms and can recognise the different types 	<ul style="list-style-type: none"> • Knows a wider range of poetry by heart • Knows how to prepare 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, beginning to explain personal choices in performance. 	<ul style="list-style-type: none"> • learning an increasingly 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, clearly being able to explain personal performance choices.
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Knows through discussion that some words and phrases capture the reader's interest and imagination 	<ul style="list-style-type: none"> • Knows, through discussion, which words and phrases captures the reader's interest and imagination and knows how to make some attempt at explaining how and why they do 	<ul style="list-style-type: none"> • Knows how to recommend books that they have read to their peers, giving reasons for their choices • Knows how to start making comparisons within and across books 	<ul style="list-style-type: none"> • Know how to recommend books that they have read to their peers, giving reasons for their choices based on their peers' personal preferences • Knows how to confidently make comparisons within and across books

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Understand what they read by:	<p>(Comprehension)</p> <ul style="list-style-type: none"> Knows how to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Knows how to anticipate (where appropriate) key events in stories. Knows how to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> Knows that drawing on what they already know or on background information and vocabulary provided by the teacher can increase understanding 	<ul style="list-style-type: none"> Knows that drawing on what they already know or on background information and vocabulary provided by the teacher can increase understanding, explaining how they know and what they've used 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
	<p>(Past and Present)</p> <ul style="list-style-type: none"> Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Knows how to understand the past through settings, characters and events encountered in books read in class and storytelling. Knows how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> Knows how to check that the text makes sense to them as they read and starts to correct inaccurate reading 	<ul style="list-style-type: none"> Knows how to check that the text makes sense to them as they read, correcting inaccurate reading with some regularity 	<ul style="list-style-type: none"> Knows how to check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context 	<ul style="list-style-type: none"> Knows how to check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context, doing so often 	<ul style="list-style-type: none"> Knows a range of strategies to check that the text makes sense to them and uses these whenever reading occurs 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	<p>(People Culture and Communities)</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Knows there are similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Know how to make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Knows that answering and asking questions improves understanding Knows how to make increasingly accurate inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Knows that regular asking of questions improves understanding of text Knows how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Knows that constant asking of questions improves understanding of text Knows how to draw increasingly accurate inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and some explanation 	<ul style="list-style-type: none"> Knows how to ask questions based on both content and structure to improve their understanding of a text Knows how to draw accurate inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and detailed explanation 	<ul style="list-style-type: none"> Knows that questioning all aspects of a text will lead to a thorough understanding Knows how to draw thorough inferences that are constantly explained and supported with evidence 	<ul style="list-style-type: none">
		<ul style="list-style-type: none"> Know how to predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Knows how to predict what might happen on the basis of what has been read so far and some personal experiences 	<ul style="list-style-type: none"> Knows how to predict what might happen from details stated and implied, and using own experiences 	<ul style="list-style-type: none"> Knows how to predict what might happen from details stated and implied, being able to use text evidence to support ideas and references to similar texts 	<ul style="list-style-type: none"> Knows how to predict accurately what might happen from details stated and implied, using increasingly accurate text references and knowledge of similar texts. 	<ul style="list-style-type: none"> Knows how to predict accurately what might happen from details stated and implied, using accurate text references and knowledge of similar texts 	<ul style="list-style-type: none">
		<ul style="list-style-type: none"> Knows how to participate in discussion about what is read to them, taking turns and listening to what others say Knows how to discuss the significance of the title and events Knows how to explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Knows how to 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 Knows how to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> Knows how to 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 and begins to do so 	<ul style="list-style-type: none"> Knows how to participate in discussion, with increasing regularity, about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> Knows how to actively, 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 Knows how to 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 	<ul style="list-style-type: none"> Knows when and how to instigate 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 Knows how to explain, discuss and justify their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none">

		•	•	<ul style="list-style-type: none"> • Knows how to identify main ideas drawn from one paragraph and can attempt to summarise these 	<ul style="list-style-type: none"> • Knows how to identify main ideas drawn from more than one paragraph and can summarise these 	<ul style="list-style-type: none"> • Knows how to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<ul style="list-style-type: none"> • Knows how to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and making cross-paragraph links
		•	•	<ul style="list-style-type: none"> • Know how to start to identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> • Know to identify how language, structure and presentation contribute to meaning with increasing confidence • 	<ul style="list-style-type: none"> • Knows how to identify how language, structure and presentation contribute to meaning, with confidence, and starting to form opinions on author choices • Knows how to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> • Knows how to identify how language, structure and presentation contribute to meaning, confidently forming opinions on author choices • Knows how to accurately discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
		•	•	<ul style="list-style-type: none"> • Knows how to retrieve and record information from non-fiction with increasing accuracy 	<ul style="list-style-type: none"> • Knows how to retrieve and record information from non-fiction accurately and with increasing thought about how to present 	<ul style="list-style-type: none"> • Knows how to retrieve, record and present information from non-fiction, being able to make some explanation about techniques and choices 	<ul style="list-style-type: none"> • Knows how to retrieve, record and present information from non-fiction, confidently being able to select the most effective strategy and presentation choices
		•	•	•	•	<ul style="list-style-type: none"> • Knows how to distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> • Knows how to distinguish between statements of fact and opinion and does accurately
		•	•	•	•	<ul style="list-style-type: none"> • Knows how to provide reasoned justifications for their views with some text references 	<ul style="list-style-type: none"> • Knows how to provide reasoned justifications for their views with thorough text references to support ideas

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Word reading)</p> <ul style="list-style-type: none"> Knows a sound for each letter in the alphabet and at least 10 digraphs. Knows how to read words consistent with their phonic knowledge by sound-blending. 	<ul style="list-style-type: none"> Knows how to apply phonic knowledge and skills as the route to decode words 	<ul style="list-style-type: none"> Knows increased phonic knowledge and continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
		<ul style="list-style-type: none"> Knows how to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 	<ul style="list-style-type: none"> Knows how to read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
		<ul style="list-style-type: none"> Knows how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 	<ul style="list-style-type: none"> Knows how to read accurately words of two or more syllables that contain the same graphemes as above 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
		<ul style="list-style-type: none"> Knows how to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> Knows how to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> Knows how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word making some comment on what they notice 	<ul style="list-style-type: none"> Knows how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word, being able to make links between other similar words 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
		<ul style="list-style-type: none"> Knows how to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Knows how to read other words of more than one syllable that contain taught GPCs Knows how to read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> Knows how to read words containing common suffixes 	<ul style="list-style-type: none"> Knows how to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> Knows how to , with increased confidence and accuracy, apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> Knows how to accurately, apply their growing 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, using dictionaries when they do not 	<ul style="list-style-type: none"> Knows how to accurately, apply their growing 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, using dictionaries and thesauruses to further widen vocabulary and knowledge
		<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<ul style="list-style-type: none"> Re-read these books to build up their fluency and confidence in word reading Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">