

Progression of Knowledge and Skills in Reading



Reception Reading Age Related Expectation Grid			
Oral	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	Grammar	
Response	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Explain some 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. 	Organisation and Research	<ul style="list-style-type: none"> • Anticipate – where appropriate – key events in stories;
Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge. • Recognise and read aloud some common exception words. 	Range	<ul style="list-style-type: none"> • Engage with a range of songs, rhymes, poems, stories and non-fiction texts.

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Year 1 Reading Age Related Expectation Grid			
Oral	<ul style="list-style-type: none"> • Link what they read or hear to their own experiences. • Orally retell known stories, linked to the Y1 range • Recite some simple poems by heart e.g. nursery rhymes, surrounded by noise (Ian Souter) <i>The Horseman</i> (Walter de la Mare) • Check that the text makes sense to them as they read and correct inaccurate reading. • Read aloud books matched to Y1 phonics knowledge. 	Grammar	<ul style="list-style-type: none"> • Discuss the meaning of new words by linking to vocabulary they know e.g. <i>unkind= means not kind</i> • Recognise and use predictable phrases in known stories e.g. "I'll huff and I'll puff; Once upon a time, happily ever after" • Use age-appropriate dictionaries to check the meaning of words e.g. <i>picture dictionaries, first dictionaries</i>
Response	<ul style="list-style-type: none"> • Discuss a wide range of poems, stories and non-fiction beyond their independent reading level • Demonstrate their understanding e.g. through role-play, story mapping, <i>discussion, drama</i> • Consider the key characteristics of familiar stories e.g. <i>good and evil characters, happy endings, happening in the past</i> • Draw on what they already know to understand a text e.g. through relating <i>their own experiences</i> (linking learning about penguins to 'Happy feet') • Make simple predictions based on their own experiences e.g. <i>I think mum will be cross because my mum gets cross</i> • Make simple inferences e.g. <i>I think Red Riding Hood was scared because the wolf was frightening</i> 	Organisation and Research	<ul style="list-style-type: none"> • Identify the significance of the title and events in the stories e.g. <i>why is this story called 'Where the wild things are?' Why did they make Max king?</i> • Identify the significance of the title and events in non-fiction. • Understand that non-fiction texts provide information. • Answer questions orally about a shared non-fiction text e.g. <i>What do penguins eat?</i>
Word Reading	<ul style="list-style-type: none"> • Apply phonic knowledge and skills to decode words • Correctly and quickly read the graphemes for all 40+ phonemes including the alternatives taught so far • Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far • Note unusual correspondences and identify where these occur in the word in relation to the Y1 common exception words • Read words of more than one syllable and those that end in: -s, -es, -ing, -ed, -er and -est • Read words with contractions. • Accurately read aloud books that are consistent with their developing Phonic knowledge. 	Range	<ul style="list-style-type: none"> • Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction

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Year 2 Reading Age Related Expectation Grid			
Oral	<ul style="list-style-type: none"> Orally retell well know stories, linked to the Y2 range Recite poems by heart, using intonation to make the meaning clear e.g. <i>The sound collector (Roger McGough)</i> <i>Walking with my Iguana (Brain Moses)</i> <i>Daddy fell into the pond (Noyes)</i> Read aloud books matched to the Y2 phonic knowledge Check that the text makes sense to them as they read and correct inaccurate reading 	Grammar	<ul style="list-style-type: none"> Discuss favourite words and phrases Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. <i>I think 'kindly' means he spoke in a nice way</i> Recognise simple, recurring literary language across poetry and narratives e.g. <i>in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide</i> Use age appropriate dictionaries to check the meaning of words e.g. <i>first dictionaries, infant dictionaries</i>
Response	<ul style="list-style-type: none"> Discuss their understanding of stories, poems, and non-fiction (see range) at a level beyond which they can read independently Express a single point of view about a text Draw on what they already know to understand a text e.g. <i>through: the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour)</i> Predict what may happen on the basis of what has been read so far e.g. <i>I think mum will get cross because she told Tom not to lie again</i> Make inferences on the basis of what is said and done e.g. <i>I think something bad will happen to hansel and Gretel because they've been left on their own</i> 	Organisation and Research	<ul style="list-style-type: none"> Identify the sequence of events in fiction and how these are related e.g. <i>understanding beginning/middle/end</i> Identify the sequence of events in non-fiction and how these are related e.g. <i>introductions/conclusions</i> Use titles, headings, pictures and blurbs to locate relevant information Use scanning to locate a single piece of information, in response to questions from the teacher Recognises and understands the structure of non-fiction texts used List key information orally or through text marking (highlighting/underling) in response to teachers questions
Word Reading	<ul style="list-style-type: none"> Accurately blend sounds in un-familiar words, especially recognising alternative sounds e.g. <i>too, chew, shoe, blue</i> Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words Read accurately words of two or more syllables Read words containing common suffixes e.g. <i>-ment, -less, -ful, -ness</i> Automatically read un-familiar words accurately and without undue hesitation when reading aloud Read fluently and confidently in line with the Y2 range 	Range	<ul style="list-style-type: none"> Read a wide range of contemporary and classic poems, stories, traditional tales and non-fiction accurately and fluently

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Year 3 Reading Age Related Expectation Grid			
Oral	<ul style="list-style-type: none"> Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share the plot concisely) chapter books (to provide more detail) diaries (for viewpoint) Orally retell whole stories/sections linked to the Y3 range Recite poems by heart, using intonation, tone and volume to gain the interest of the listener e.g. Waves ((Jackie Kay) The King's Breakfast (A.A Milne) Up on the Downs and The Boneyard Rap (Wes Magee) Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volumes and actions 	Grammar	<ul style="list-style-type: none"> Identify the language conventions of non-fiction in relation to the text type (see range) Identify and discuss the meaning of words in context e.g. I think the word generous means kind because he gave his money away Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck Use age appropriate dictionaries to check the meaning of words
Response	<ul style="list-style-type: none"> Discuss their understanding of both texts they have read independently and those read to them (see range) Express their views and listen to the views of others Identify the over-arching theme of a text e.g. honesty, loneliness, good, overcoming evil Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the iron man? Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied Draw inferences about characters' thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads Justify inferences with a single piece of evidence from the text to support one specific point 	Organisation and Research	<ul style="list-style-type: none"> Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed Use contents and sub-headings to locate relevant information Identify a main topic to research, independently and through shared reading Use skimming to locate main ideas in the text Use scanning to locate pieces of information Identify the structural conventions of non-fiction in relation to the text type (see range) Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing' Make notes from one source to capture key information about a topic e.g. information about penguins' habitats through recording or highlighting sentences/key words
Word Reading	<ul style="list-style-type: none"> In line with appendix I: Apply their knowledge of root words, prefixes and suffixes to read aloud Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words 	Range	<ul style="list-style-type: none"> Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently.

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Year 4 Reading Age Related Expectation Grid			
Oral	<ul style="list-style-type: none"> Read books aloud that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books) Orally retell whole stories/sections of stories linked to the Y4 range Recite poems by heart using intonation, tone and volume to maintain the interest of the listener e.g. From A railway Carriage RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick) Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play 	Grammar	<ul style="list-style-type: none"> Identify the language conventions of non-fiction in relation to the text type (see range) Explain the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are Use age appropriate dictionaries to check the meaning of words
Response	<ul style="list-style-type: none"> Discuss their understanding of both texts they have read independently and those read to them (see range) Explain their views, listen to others' views and respond Identify the author's message about the theme e.g. being honest is the best way to be; its ok to lie when you need to Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean? Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble Draw inferences about character's feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real Justify inferences with several pieces of evidence from the text to support one specific point 	Organisation and Research	<ul style="list-style-type: none"> Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report Use contents, indexes, glossaries and sub-headings to locate specific information Independently identify key questions to research about a topic Use skimming to locate main ideas in the text Use scanning to locate specific information Identify the structural conventions of non-fiction in relation to the text type (see range) Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters: different fonts; artwork Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? Through: highlighting/recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping
Word Reading	<ul style="list-style-type: none"> In line with appendix 1: Apply their knowledge of root words, prefixes and suffixes to read aloud Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words 	Range	<ul style="list-style-type: none"> Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently.

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Year 5 Reading Age Related Expectation Grid			
Oral	<ul style="list-style-type: none"> Read books aloud that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint) Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes) Read aloud and perform play scripts, maintaining the audience's interest and changing the performance accordingly e.g. the consistent use of intonation, pace and action for the characters and type of play 	Grammar	<ul style="list-style-type: none"> Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud', which helps you to imagine his sadness Use age appropriate dictionaries and thesauri to check the meanings of words
Response	<ul style="list-style-type: none"> Discuss their understanding of both texts they have read independently and those read to them (see range) Explain and develop their own views and build effectively on those of others Identify an author's treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo's treatment of WWII Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences? Predict what may happen based on their understanding of the content and the themes within a text e.g. I think Macbeth will die because: he's a murderer/the witches suggest it Draw inferences from within the text about themes and characters' and author's viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind and he's always nervous Justify inferences and views with a variety of references from across the text 	Organisation and Research	<ul style="list-style-type: none"> Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue Explain their thinking through making references to key details e.g. quoting from the text Independently devise key questions and identify themes to research e.g. pollution, recycling Use skimming and scanning to locate information efficiently across a range of sources Identify the structural conventions of non-fiction in relation to the text type (see range) Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument Distinguish between fact and opinion Make notes from several sources to gather information Explore and use their own techniques to make notes Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica Use notes to support presentations and debates

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Word Reading	<ul style="list-style-type: none">• In line with appendix 1:• Apply their knowledge of root words, prefixes and suffixes to read aloud	Range	<ul style="list-style-type: none">• Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry.
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Year 6 Reading Age Related Expectation Grid			
Oral	<ul style="list-style-type: none"> • Read books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future • Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. <i>The Tyger</i> (Blake) <i>Stop all the Clocks</i> (Auden) recital of well-known speeches (Winston Churchill, Martin Luther-King, Nelson Mandela) • Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues 	Grammar	<ul style="list-style-type: none"> • Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means he was prepared to compromise/means it was bendy • Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as miffed, irritated, furious, fuming, irate, livid, incensed and their impact • Use age appropriate dictionaries and thesauri to check the meanings of words
Response	<ul style="list-style-type: none"> • Discuss their understanding of both texts they have read independently and those read to them (see range) • Explain and extend their own views and challenge those of others • identify how the same theme is represented across texts e.g. loss in WWI poetry/narratives and how multiple themes are presented in longer narratives e.g. 'Trash' is about courage, poverty and perseverance • Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and poor? Why was Adeline treated so badly? (Chinese Cinderella) • Predict what may happen based on their wider understanding of the content and the themes within a text e.g. I think Macbeth will die because it's a tragedy/villains often lose • Draw inferences across texts about characters' viewpoints, author's viewpoints and themes e.g. Soldiers were disillusioned with the war because the reality was different from what they had been told • Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points and contradict their argument 	Organisation and Research	<ul style="list-style-type: none"> • Summarise ideas, events and information throughout a text and across texts (about a common topic) • Explain their thinking through making references to key details and comparisons • Independently devise key questions and identify themes to research e.g. racism, slavery • Use skimming and scanning to locate information selectively and precisely across a range of sources • Identify the structural conventions of non-fiction in relation to the text type (see range) • Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators ('Trash') pathway stories • Distinguish between fact, opinion and bias • Make notes from several sources to gather information • Make choices about the most efficient techniques to make notes • Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research • Use notes to support presentations and debates

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Word Reading	<ul style="list-style-type: none">• In line with appendix 1:• Apply their knowledge of root words, prefixes and suffixes to read aloud	Range	<ul style="list-style-type: none">• Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry.
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