



Wentworth Primary School
Key Skills & Knowledge Progression Map
'Striving for Excellence'
Reading

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Decoding</u>	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs.</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>Read some taught common exception/ high frequency and familiar words.</p> <p>Read sentences made up of words with taught sounds and common exception words.</p> <p>Read individual letters by saying the sounds for them.</p>	<p>apply phonic knowledge to decode words read aloud phonically decodable texts</p> <p>re-read books to build fluency and confidence read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>speedily read all 40+ letters /groups for 40+phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and</p>	<p>apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing, -er, -est, -y, - er, -ment, -ful, - ness, -less, -ly</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>

	<p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the Little Wandle programme.</p> <p>Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception word.</p>	<p>sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s) read accurately by blending taught GPCs</p> <p>develop some fluency and expression, pausing at full stops (extra)</p>	<p>out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes read most words quickly & accurately without sounding out</p>				
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<p><u>Word Reading</u></p>	<p>Talk about elements of a topic using newly introduced vocabulary</p>	<p>discuss word meanings and link new meanings to words already known</p>	<p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Use known Strategies appropriately to establish meaning, in books that can be read independently</p> <p>Self-correct misread words when reading age appropriate texts and discuss the meaning of new words in context</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Use known strategies appropriately to establish meaning</p> <p>Self-correct misread words when reading age-appropriate texts and suggest the meaning of new words in context</p> <p>Discuss understanding as it develops and explain the meaning of words in context</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Use contextual and genre knowledge to determine alternate meanings of known words</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Identify and comment on genre-specific language features used in age appropriate texts, e.g. shades of meaning between similar words</p>
<p><u>Retrieving</u></p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Retell key stories orally using narrative language</p>	<p>Answer and ask questions</p>	<p>Use non-fiction texts to retrieve information</p> <p>To retrieve and record information</p>	<p>Use non-fiction texts to retrieve information</p> <p>To retrieve and record information</p>	<p>Use non-fiction texts to retrieve information</p> <p>To retrieve and record information</p>	<p>Use non-fiction texts to retrieve information</p> <p>To retrieve and record information</p>

<p><u>Predicting</u></p>	<p>To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p>	<p>predict what might happen on the basis of what has been read so far</p>	<p>predict what might happen on the basis of what has been read so far</p>	<p>predict what might happen from details stated and implied</p> <p>Make plausible predictions based on knowledge of the text</p>	<p>predict what might happen from details stated and implied</p> <p>Make plausible predictions based on knowledge of the text</p> <p>Predict from details implied</p>	<p>predict what might happen from details stated and implied</p> <p>Make predictions and express opinions, explaining and justifying these with reference to the text</p>	<p>predict what might happen from details stated and implied</p> <p>Make predictions and express opinions, explaining and justifying these with reference to the text</p>
<p><u>Inference</u></p>	<p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text)</p>	<p>discuss the significance of the title and events make inferences on the basis of what is being said and done</p>	<p>make inferences on the basis of what is being said and done</p> <p>answer and ask questions</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>justify inferences with evidence</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Discuss how speech can show a character's emotions Infer underlying themes and ideas</p> <p>Justify inferences with evidence</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Begin to make links between the authors' use of language and the inferences drawn</p> <p>Refer accurately to elements from across the text to support predictions and opinions</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)</p> <p>Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative, as clues are picked up through a text, e.g. action and dialogue (as well as descriptive language) enable inferences to be developed</p>

<p><u>Reading aloud, performing, poetry</u></p>	<p>To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others.</p>	<p>learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry [Haiku, nonsense, List poems Kennings]</p>	<p>learn 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</p>	<p>learn 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</p>
<p><u>Comprehension</u></p>	<p>Understand how to listen carefully.</p> <p>Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>be encouraged to link what they read or hear read to their own experiences</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p> <p>answer simple retrieval questions about a text and find evidence to support answer</p>	<p>discuss the sequence of events in books and how items of information are related</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>make links between a current book and those already read</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p>	<p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p>	<p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>

	<p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p>						
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