Great Horwood School — Reading - Skills and Knowledge Progression Map

Autumn Term

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading Phonics and Decoding	• I know when to use phonic knowledge to decode words. • I read common words using phonic knowledge, where possible. • I read words of more than one syllable that contain taught GPCs. • I read phonically decodable texts.	• I understand the importance of decoding words automatically. • I understand that some words cannot be decoded with phonic strategies. • I use the graphemes taught to blend sounds. • I know that phonemes may be represented by different graphemes. • I know that familiar words do not need to be sounded out and blended. • I read these familiar words automatically and accurately without sounding or blending.	• I know that phonics is one strategy to help me read unfamiliar words. • I know when phonic strategies will help me to read a word and when they will not. • I know what a root word is. • I understand how to use a root word to help me read unfamiliar words. • I use root words to help me read unfamiliar words. • I use root words to help me understand the meaning of unfamiliar words. • I know what prefixes and suffixes are. • I understand how prefixes and suffixes can change the meaning of a word.	• I know that phonics is one strategy to read unfamiliar words. • I know when phonic strategies will help to read a word and when they will not. • I use knowledge of root words to help me read unfamiliar words. • I use root words to help me understand the meaning of unfamiliar words. • I use knowledge of learned prefixes and suffixes to help me read unfamiliar words. • I use prefixes and suffixes to help me understand the meaning of unfamiliar words.	• I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	• I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

			● I prefixes and suffixes to read unfamiliar words. ● I prefixes and suffixes to understand the meaning of unfamiliar words.			
Reading Accurately	**Fluency:** ● I use picture clues to support my understanding. ● I use picture cues to deepen my understanding. ● I identify the characters in a story. ● I recognise a character's feelings. ● I say why a character has a feeling.	**Fluency:** ● I know that the purpose of reading is to make meaning. ● I know that there is a range of decoding strategies. ● I check that text I read makes sense. ● I re-read when I have lost the meaning.	**Understanding:** ● I check understanding in any book or text that I read. ● I ask questions to ensure understanding of a text. ● I know that there will be unfamiliar words in a text. ● I know that texts have a main idea. ● I identify the main idea of a text. ● I know that the organisation and layout of a book helps me to understand it. ● I know how to find key words or information in a non-fiction text.	**Understanding:** ● I frequently empathise with a character. ● I identify the main idea/s of a text. ● I know that the main idea of a text can be summarised in a sentence. ● I know that many books have themes. ● I discuss the possible theme/s in books. ● I identify a theme in a book. ● I know that the organisation and layout of books vary according to the purpose of the book.	**Comprehension:** ● I understand that there will be unfamiliar words in the texts I read. ● I use dictionaries to check or find the meaning of unfamiliar words. ● I ask questions to improve my understanding. ● I re-read to check that the text is meaningful. **Justification about views:** ● I draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. ● I give a personal point of view about a text.	**Comprehension:** ● I understand that there will be unfamiliar words in the texts I read. ● I use dictionaries to check or find the meaning of unfamiliar words. ● I use meaning-seeking strategies to explore the words in context. ● I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. **Justification about views:** ● I give a personal point of view about a text. ● I can explain the reasons for a viewpoint, using

					● I explain the reasons for my viewpoint, using evidence from the text. ● I listen to others' ideas and opinions about a text. ● I make connections between other similar texts, prior knowledge and experience. ● I explain why there are connections, using evidence. ● I compare books with similar themes. **Retrieving key information:** ● I identify key information from my text. ● I summarise key information in sentences. ● I find key information from different parts of the text. ● I understand the difference between fact and opinion.	evidence from the text. ● I listen to others' ideas and opinions about a text. **Explaining and Discussing own Understanding:** ● I identify key information from a text. ● I summarise key information in sentences. ● I find key information from different parts of the text. ● I summarise key information from different parts of the text. ● I present an oral overview or summary of a text. ● I understand the difference between fact and opinion. ● I find examples of fact and opinion in texts. ● I can explain why one example is fact and another is opinion.

					● I find examples of fact and opinion in texts and explain why one is fact and the other opinion.	● I use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.
Reading for Pleasure	● I know that there are different kinds of books. ● I know the difference between a story book and an information book. ● I can find the title, author and the illustrator of a book. ● I know some familiar stories. ● I recognise familiar story language.	● I know that there are different kinds of stories. ● I listen to or read a range of different kinds of stories. ● I make choices about the books I read.	● I know that there are different kinds of narrative stories. ● I understand that a sequence of events in a narrative is called the plot. ● I can identify the plot in a narrative.	● I know that there is a range of narrative stories. ● I discuss the range of narrative stories introduced so far and consider differences and similarities. ● I understand that these have different plot patterns. ● I know that the plot develops in different ways according to the plot pattern. ● I find similarities in the books I read. ● I understand that writers open stories in different ways.	● I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, and play scripts. ● I know that these are structured in different ways. ● I find words and language that are used for effect. ● I can explain how the words and language create a precise effect.	● I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. ● I know that texts can have elements of more than one text type. ● I identify the elements included in a text type. ● I can explain why I enjoyed a book and who might also enjoy it.
Reading for Pleasure -Poetry	● I listen to different kinds of poetry. ● I talk about books or poems read.	● I know the difference between poetry and narrative.	● I know that there are different forms of poetry.	● I know that there are different forms of poetry.	● I know that there is a range of narrative genres which includes poems.	● I can explain why I enjoyed a poem and who might also enjoy it.

Reading for Pleasure Non-Fiction						
		● I know that there are different kinds of poetry. ● I know that stories and poems can have patterned or recurring literary language.	● I recognise and name different types of poems which have been introduced. ● I know that words and language in poems create effects.	● I know that *words* and language in poems create effects.		
Reading for Pleasure Non-Fiction	● I know the difference between a story book and an information book.	● I know that non-fiction books are organised differently from fiction texts. ● I know that books or texts have a purpose.	● I use a dictionary to check or find the meaning of new words. ● I know that there are different kinds of non-fiction books. ● I know that non-fiction books are structured in different ways. ● I know how to use a non-fiction book to find identified information. ● I identify any words that are unfamiliar.	● I choose a specific non-fiction book for a specific purpose. ● I identify any words that are unfamiliar to me. ● I use dictionaries to check or find the meaning of unfamiliar words. ● I use a dictionary to check or find the meaning of new words.	● I know that non-fiction texts are structured to guide the reader to information. ● I can explain how the structure guides the reader to find specific information.	● I evaluate the usefulness of a non-fiction book to research questions raised

Spring Term

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading Phonics and Decoding	▪ I know which parts of words can be decoded using phonics. ▪ I blend sounds in unfamiliar words based on known GPCs. ▪ I read words with familiar endings - s, es, ing, ed, er, est. ▪ I read words which have the prefix –un added. ▪ I read phonically decodable texts, with confidence. ▪ I divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset.	▪ I know that the same grapheme may be read in different ways. ▪ I recognise alternatives and consider which will make more sense. ▪ I recognise syllables in words. ▪ I know that breaking words into syllables helps fluent decoding. ▪ I know that other strategies can be used to read unfamiliar words. ▪ I use other strategies to support fluent decoding.	● I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ● I know that some words may have a similar pronunciation but may be written differently. ● I know that some of these are unusual. ● I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. ● I know that unfamiliar words can be read by using knowledge of similar words (analogy).	● I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words. ● I know that many words may have a similar pronunciation but may be written differently. ● I know that some of these are unusual. ● I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. ● I know that unfamiliar words can be read by using knowledge of known similar words (analogy). ● I use analogy drawing on the pronunciation of similar known words to read others	To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.* To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

Reading Accurately	Fluency:	Fluency:	Understanding:	Understanding:	Comprehension:	Comprehension:
	● I use prior knowledge to understand texts. ● I identify unfamiliar words and ask about meaning. ● I use the context to make informed guesses about the meaning of unfamiliar words. ● I make predictions based on the events in the story. ● I give an opinion about a character. ● I know that stories can have similar characters.	● I self-correct when I have lost the meaning. ● I use prior knowledge and reading experiences to understand text. ● I use the context to understand texts. ● I ask questions to clarify understanding. ● I can find the answers to retrieval questions about stories, poems or non-fiction texts. ● I recognise that a writer can have a message for the reader. ● I can make predictions about possible events.	● I ask questions to deepen understanding of a text. ● I use the context of unfamiliar words to explain their meaning. ● I give a personal response to a text. ● I use evidence from the text to support my response. ● I use clues from the text to predict what might happen next. ● I know that the main idea in a narrative may also have a message for the reader. ● I know that the message in a book is called the theme. ● I recognise that books may have similar themes. ● I understand that the organisation and layout may be different according to the purpose of the book. ● I record key words or information	● I understand that a reader needs to interact with a text to understand it fully. ● I check understanding in any book or text read. ● I actively seek the meaning of any words or language not understood. ● I ask questions to ensure understanding of a text. ● I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. ● I understand that a writer wants the reader to respond in a certain way. ● I explain how the writer made sure of the reader's response, using evidence from the text.	▪ I use meaning-seeking strategies to explore the meaning of words in context. ▪ I understand that inferences can be drawn from different parts of the text. ▪ I justify inferences with evidence from the text. ▪ I make predictions from evidence found and implied. ▪ I summarise the main ideas drawn from a text. **Justification about views:** ▪ I build on others' ideas and opinions about a text in discussion. ▪ I question others' ideas about a text. ▪ I compare different versions of texts. ▪ I explain the similarities and differences between different versions of texts.	▪ I ask questions to improve and deepen my understanding. ▪ I re-read to check that the text is meaningful. ▪ I know that a text may need to be read slowly or re-read to deepen my understanding. ▪ I know that texts have different layers of meaning – between the lines and beyond the lines. ▪ I summarise the main ideas drawn from a text. **Justification about views:** ▪ I build on others' ideas and opinions about a text in discussion. ▪ I question others' ideas about a text. ▪ I make connections between texts which may not initially seem similar. ▪ I can explain why there are

| | | | | found in a non-fiction text. | ● I compare with others' personal responses to a text.
● I understand why a character acted, responded or felt in a certain way.
● I make predictions based on the text and from knowledge from other books.
● I identify the main idea in paragraphs in a text.
● I summarise the main idea of a text in a sentence.
● I find evidence which shows what the theme is in a book.
● I explain why the evidence shows what the theme is.
● I use the organisation and layout of a book to find specific information.
● I record key words or information found | ▪ I explain how books written in different contexts can have similar themes.

Retrieving key information:
● I use skimming and scanning to find the information I need.
● I make notes on the information I need.
● I organise my notes and present information.
● I summarise key information from different parts of the text.
● I present an oral overview or summary of a text.
● I understand that a narrative can be told from different points of view – narrator, character.
● I identify the point of view in a narrative.
● I understand that the writer may have a viewpoint. | connections, using evidence.
▪ I can explain the similarities and differences between different versions of texts.

Explaining and Discussing own Understanding:
● I understand that a narrative can be told from different points of view – narrator, character.
● I identify the point of view in a narrative.
● I can explore how events are viewed from another perspective.
● I identify the techniques used to create feelings, atmosphere, mood or messages.
● I can comment on how the writer's intent affects the reader. |

Reading for Pleasure	▪ I say what I like or dislike about a book. ▪ I say if a story reminds me of another story or something that I have experienced. ▪ I listen to others' ideas about a book. ▪ I find familiar story language in stories read aloud to me or ones I have read independently. ▪ I retell key stories orally using narrative language. ▪	▪ I explain why I prefer certain books or stories. ▪ I can retell stories with the key events in the correct sequence. ▪ I can retell a story with the key events and the characters. ▪ I know that books and stories are set in different places and times.	▪ I understand that narratives can have differently structured plots. ▪ I talk about the different plot structures in genres read. ▪ I know that writers choose words and language to create an effect on the reader. ▪ I find effective words and language in reading that writers have used to create effects. ▪ I discuss a range of narrative stories and their similarities and differences. ▪ I choose books for specific purposes. ▪ I discuss the meaning of unfamiliar words identified.	● I understand that a writer can use patterned language for effect. ● I find examples of patterned language for effect. ● I identify words and language that show the setting of a book – historical, cultural or social. ● I know that writers choose words and language to show atmosphere, mood or feelings. ● I find words and language in my reading that writers have used to show atmosphere, mood or feelings. ● I identify different openings in different books and I can compare different story openings.	● I discuss and explain how and why different books have different structures. ● I can explain why I enjoyed a book or poem and who might also enjoy it. ● I understand that a writer moves events forward through a balance of dialogue, action and description. ● I record effective words and language from reading to use in my own writing.	▪ I can explain how the choices a writer has made about the structure of a text support its purpose. ▪ I can make predictions using knowledge of the conventions of different genres and text types. ▪ I identify the characteristics of a writer's style. ▪ I know that the word and language choices support the writer's purpose. ▪ I can record examples of words and language from reading to use in my own writing.
Reading for Pleasure -Poetry	▪ I recognise rhyming language.	● I talk about the meaning of different poems. ● I recognise that a poem can tell a story.	● I can discuss the meaning of words and language in poems. ● I understand that there can be more than one	● I recognise and name different types of poems which have been introduced to me. ● I explain the effect created by the poet's choice of	● I can explain why I enjoyed a poem and who might also enjoy it.	

		● I learn a poem by heart. ● I give an opinion on books or poems read. ● I find patterned or recurring literary language in poems and stories. ● I find favourite words and phrases.	interpretation of a poem. ● I understand that the meaning of poems can be enhanced through performance. ● I watch performances of poems.	words and language. ● I know that poems may have patterned language. ● I find examples of patterned language in the poems I read. ● I explain the effect of patterned language in poems and why a poet might use it. ● I understand that the meaning of poems can be enhanced through performance. ● I enjoy watching performances of poems.		
Reading for Pleasure Non-Fiction	▪ I listen to others' ideas about a book.	▪ I know how to find information in a non-fiction book. ▪ I identify the purpose of a book or a text.	▪ I choose books for specific purposes. ▪ I discuss the meaning of unfamiliar words identified.	● I know where to find the specific information needed in my book. ● I know how to use a non-fiction book to find identified information. ● I discuss the meaning of the unfamiliar words identified.	● I evaluate the usefulness of a non-fiction book to research questions raised.	▪ I know that non-fiction texts may include a creative, fictional element. ▪ I understand that non-fiction texts may present the same information with different viewpoints.

Summer Term

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading Phonics and Decoding	▪ I hear and recognise all 40+ phonemes. ▪ I match all 40+ graphemes to their phonemes (Phase 3). ▪ I identify all 40+ graphemes in my reading. ▪ I know that words can have omitted letters and that an apostrophe represents the omitted letters. ▪ I find contractions in my reading. ▪ I read words with contractions. ▪ I read compound words, for example, football, playground, farmyard, bedroom.	▪ I read words of two or more syllables accurately. ▪ I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ▪ I read these books fluently and confidently.	● I use analogy, drawing on the pronunciation of similar known words to read others.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Reading Accurately	**Fluency:** ● I discuss the meaning of unfamiliar words with others. ● I know that stories can have similar patterns of events. ● I make links to other stories.	**Fluency:** ● I know what the inference - 'reading between the lines'- means. ● I find inferences about characters' feelings and thoughts. ● I can explain inferences about	**Understanding:** ● I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. ● I explain my personal response.	**Understanding:** ● I ask questions to deepen understanding of a text – between and beyond the lines. ● I find where the writer has written to make the reader respond in a certain way.	**Comprehension:** ▪ I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. ▪ I understand that inferences can be made by reading	**Comprehension:** ▪ I can find the different layers of meaning in a text. ▪ I can explain how they contribute to the reader's understanding of the overall meaning, characters, themes.

• I make links with characters in other stories. • I can answer retrieval questions about a book. • I use information from the story to support my opinion. • I understand that a writer can leave gaps for the reader to fill. • I answer questions which fill the gaps in a story. (Inference)	characters' feelings and thoughts. • I give reasons for characters' actions or behaviour. • I recognise key ideas in a text. • I can explain a writer's message. • I can make predictions about how characters might behave.	• I listen to others' personal responses to a text. • I adapt own response in the light of others' responses. • I know that characters' actions can tell the reader about their thoughts, feelings and motives. • I infer characters' feelings, thoughts and motives from their actions. • I give reasons for predicting what might happen next.	• I adapt my own response in the light of others' responses. • I understand why a writer wanted the character to respond in a certain way. • I infer meaning using evidence from events, description and dialogue. • I make connections with books with similar themes.	between and beyond the lines. ▪ I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. ▪ I explain how the context of a text reflects the reaction of the audience it was written for. **Justification about views:** ▪ I evaluate the effectiveness of different versions of texts. **Retrieving key information:** • I explore how events are viewed from another perspective. • I explain the writer's viewpoint with evidence from the text. • I identify the writer's viewpoint, for example, how different	▪ I make predictions from evidence found and implied. ▪ I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. ▪ I can explain how the context of a text reflects the reaction of the audience it was written for. **Justification about views:** ▪ I identify themes in books which have different cultural, social or historical contexts. ▪ I compare and contrast themes in a range of books. ▪ I can explain how there are common themes in different books, using evidence from reading. **Explaining and Discussing own Understanding:** • I know that points of view can also be implied.

					characters are presented.	• I identify implied points of view. • I can explain implied points of view, using evidence. • I understand that the writer may have a viewpoint. • I identify the writer's viewpoint, for example, how different characters are presented. • I can explain the writer's viewpoint with evidence from the text. • I can explain the effect of the writer's viewpoint on the reader. • I can explain how the techniques used create feelings, atmosphere, mood or messages.
Reading for Pleasure	▪ I say whether I agree or disagree with other's ideas. ▪ I say whether I agree or disagree with others' ideas. ▪ I say why I agree or disagree with ideas. ▪ I recognise repeated or	▪ I can find the setting or time in books or stories. ▪ I can discuss the setting or time in books.	▪ I recognise the literary language typical of narrative genres read. ▪ I recognise words and language that show the setting of a book – historical, cultural or social. ▪ I explain why a writer makes	• I explain how the writer has used words and language to show the setting of a book. • I explain how the words and language used	• I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. • I understand that inferences can be made by reading	▪ I know that style and vocabulary are linked to the purpose of the text. ▪ I can explain how the style and vocabulary are linked to the purpose of the text, using evidence.

	patterned language.		choices about words and language used. ▪ I discuss meaning of specific or unusual words used by authors to create effects. ▪ I explain why a writer has chosen specific words and language. ▪ I record words and language from reading to use in my own writing. ▪ I make connections between books written by the same author. ▪ I re-tell some of stories written by the same author by heart.	show atmosphere, mood or feelings. ● I explain why a writer has chosen specific words and language to create mood, atmosphere or feelings. ● I record words and language from my reading to use in my own writing. ● I find similarities in the use of language and openings in books experienced.	between and beyond the lines. ● I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. ● I explain how the context of a text reflects the reaction of the audience it was written for.	▪ I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information. ▪ I can explain the characteristics of a writer's style, using evidence. ▪ I can explain how the word and language choices support the writer's purpose, using evidence. ▪ I can explain how the techniques and structures used support the writer's purpose, using evidence. ▪ I record examples of techniques and structures from reading to use in my own writing. ▪ I can comment on the effectiveness of the writer's use of language structures and techniques.
Reading for Pleasure -Poetry	▪ I recognise patterned language in the poems and rhymes I know.	● I recite or perform a poem making the meaning clear.	● I discuss how the meaning is enhanced through performance.	● I discuss how the meaning of a poem is enhanced through performance.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

	▪ I know some poems and rhymes by heart.	● I talk about favourite words and phrases. ● I know that word choice affects meaning. ● I can explain why a writer has chosen a word to affect meaning.	● I identify that intonation, tone, volume and action can be used to enhance meaning. ● I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	● I identify that intonation, tone, volume and action can be used to enhance meaning. ● I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.		
Reading for Pleasure Non-Fiction		▪ I decide how useful a non-fiction book is to find the information I need.	● I identify the organisation and layout in books. ● I explain how the organisation and layout helps me to understand it.	● I skim to find specific information on a page or in a paragraph. ● I scan a page or paragraph to find key words or information.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).