

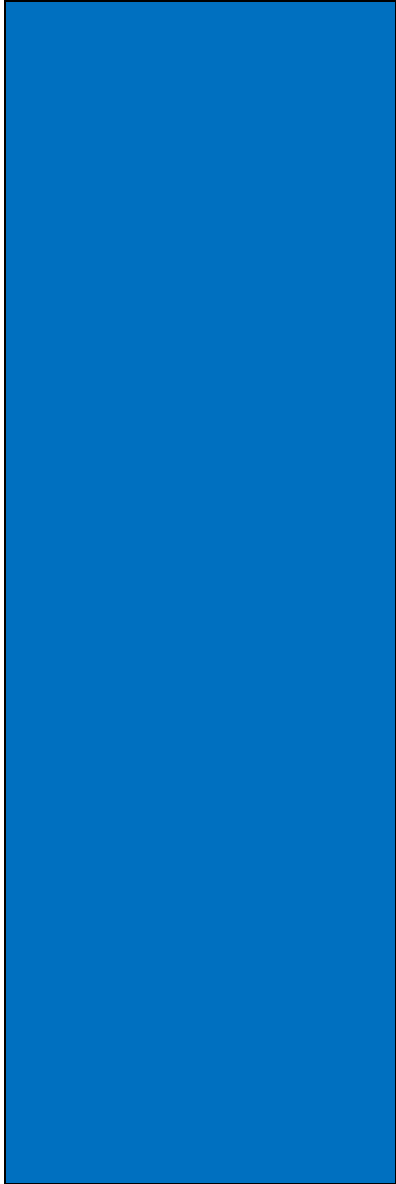


## Reading Curriculum Progression and End Points

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Word Reading	<ul style="list-style-type: none"> <li>◇ say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>◇ read words consistent with their phonic knowledge by sound-blending;</li> <li>◇ read aloud simple sentences and books that are consistent with their phonic knowledge,</li> <li>◇ read some common exception words. RWI red words her, do, does, all call, tall, small, come, some, many, any, one</li> </ul>	<ul style="list-style-type: none"> <li>◇ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>◇ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>◇ read accurately words of two or more syllables that contain the same graphemes as above</li> <li>◇ read words containing common suffixes</li> <li>◇ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>◇ read most words quickly and accurately, without overt</li> </ul>	<ul style="list-style-type: none"> <li>◇ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud and to understand the meaning of new words they meet</li> <li>◇ read further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word.</li> <li>◇ adding suffixes beginning with vowel letters to words with more than one syllable</li> <li>◇ use the possessive apostrophe with plural words</li> <li>◇ identify irregular plurals</li> <li>◇ know an extending range of homophones or near homophones</li> <li>◇ to read accurately the words as stated in Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>◇ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud and to understand the meaning of new words they meet</li> <li>◇ use a hyphen to join a prefix to a root word</li> <li>◇ add suffixes beginning with vowel letters to words ending in – fer</li> <li>◇ gain further knowledge of homophones and other words that are often confused</li> <li>◇ further develop the use of the hyphen to join a prefix to a root word</li> <li>◇ read accurately words with silent letters whose presence cannot be predicted by the pronunciation of the word</li> </ul>

		<p>sounding and blending, when they have been frequently encountered</p> <ul style="list-style-type: none"> <li>◇ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>◇ re-read these books to build up their fluency and confidence in word reading.</li> </ul>		
<p><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>◇ 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</li> <li>◇ make comments about what they have heard and ask questions to clarify their understanding</li> <li>◇ offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>◇ demonstrate understanding of what has been read to them</li> </ul>	<ul style="list-style-type: none"> <li>◇ develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>◇ 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</li> <li>◇ discuss the sequence of events in books and how items of information are related</li> <li>◇ become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>◇ develop positive attitudes to reading and understanding of what they read by:</li> <li>◇ listen to and discuss a wide range of fiction, poetry, plays, non-fiction and textbooks</li> <li>◇ read books that are structured in different ways and reading for a range of purposes</li> <li>◇ using dictionaries to check the meaning of words that they have read</li> <li>◇ increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	<ul style="list-style-type: none"> <li>◇ Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</li> <li>◇ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>◇ reading books that are structured in different ways and reading for a range of purposes</li> <li>◇ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from out literary heritage and books</li> </ul>

	<p>by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <ul style="list-style-type: none"> <li>◇ anticipate – where appropriate – key events in stories;</li> <li>◇ use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>◇ be introduced to non-fiction books that are structured in different ways</li> <li>◇ recognise simple recurring literary language in stories and poetry</li> <li>◇ discuss and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>◇ discuss their favourite words and phrases</li> <li>◇ continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>◇ Understand books that they can already read accurately and fluently and those that they listen to by:</li> <li>◇ draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>◇ check that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>◇ identify themes and conventions in a wide range of books</li> <li>◇ prepare poems and play scripts to read aloud and to perform, improve intonation, tone and volume</li> <li>◇ discuss words and phrases that capture the reader’s interest and imagination</li> <li>◇ recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>◇ understand what they read, in books they can read independently, by:</li> <li>◇ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>◇ ask questions to improve their understanding of a text</li> <li>◇ draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>◇ predict what might happen from details stated and implied</li> </ul>	<p>from other cultures and traditions</p> <ul style="list-style-type: none"> <li>◇ recommending books that they have read to their peers, giving reasons for their choices</li> <li>◇ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>◇ making comparisons within and across books</li> <li>◇ learning a wider range of poetry by heart</li> <li>◇ preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>◇ Understand what they read by:</li> <li>◇ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>◇ asking questions to improve their understanding</li> <li>◇ drawing inferences such as inferring characters’ feelings, thoughts and motives, from their actions, and justifying</li> </ul>



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<ul style="list-style-type: none"><li>◇ identify main ideas drawn from more than one paragraph and summarising these</li><li>◇ identify how language, structure, and presentation contribute to meaning</li><li>◇ retrieve and record information from non-fiction</li></ul>
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<ul style="list-style-type: none"><li>inferences with evidence predicting what might happen from details stated and implied justifying inferences with evidence</li><li>◇ predicting what might happen from details stated and implied</li><li>◇ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>◇ identifying how language, structure and presentation contribute to meaning</li><li>◇ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>◇ distinguish between statements of fact and opinion</li><li>◇ retrieve, record and present information from non-fiction</li><li>◇ 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</li></ul>
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- ◇ 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
- ◇ provide reasoned justifications for their views