Progression of reading

Denmead Junior School

Year 3

Knowledge and Skills	How to achieve the knowledge and skill		
	Step 1	Step 2	Step 3
Use growing knowledge of root words, prefixes and suffixes to read aloud and build understanding	*Recognise words within words*	*Break words into known morphemes*	
Locate and retrieve key information	*Scan for key words*	*Use headings, contents and indices to locate information*	
Predict what might happen from details stated and implied	*Notice relevant information and activate prior knowledge to justify predictions*	*Confirm or reject predictions as the text is read*	
Make simple inferences relating to characters' thoughts and feelings	*Combine information from the text related to characters' feelings*	*Combine information from the text related to characters' thoughts*	*Combine prior knowledge with that in the text*
Discuss personal responses to a wide range of reading	*Explain what type of book they are choosing to read and why*	*Demonstrate understanding of what they have read and express a personal opinion*	*Articulate personal preferences*
Identify simple themes within familiar stories	*Make connections between books they have read eg books with similar characters, settings, plots*	*Explain the big idea / message in a story*	*Group familiar books by theme*

Year 4

Knowledge and Skills	How to achieve the knowledge and skill		
	Step 1	Step 2	Step 3
Check understanding of word meaning in context	*Notice homographs and self-correct based on context – eg live/live or read/read*	*Suggest meanings for unfamiliar words based on context*	*Use a dictionary to check if still unsure*
Show understanding through intonation, tone and volume when reading aloud	*Use punctuation as a cue to expression*	*Read with varied expression, responding to the text*	
Make sound inferences, justifying these with evidence from the text	*Identify cause and effect, eg where an event led to a specific behaviour or reaction*	*Discuss the evidence for their inference, quoting from the text*	
Identify key information within a text	*Notice the main point of each paragraph or section*	*Skim a whole text for the gist, eg "this article is against building more roads"*	
Discuss words and phrases that engage the reader's interest and imagination	*Mark text to identify words or phrases that interest them*	*Discuss with another pupil why a word or phrase has interested them*	
Discuss personal responses to a wider range of reading	*Articulate personal preferences*	*Justify opinions with evidence from the text*	*Listen to other*

Year 5

Knowledge and Skills	How to achieve the knowledge and skill		
	Step 1	Step 2	Step 3
Ask questions to enhance understanding at the point of reading	*Ask questions in discussion with another pupil*	*Ask questions to clarify understanding at the point of reading*	
Make comparisons within and across books	*Ask questions in discussion with another pupil*	*Ask questions to clarify understanding at the point of reading*	*Ask questions in discussion with another pupil*
Draw sound inferences relating to characters' feelings, thoughts and motives, justifying these with evidence from the text	*Discuss characters' motives*	*Make inferences relating to characters' motives, justifying these with evidence from the text*	*Record evidence for inferences made, quoting from the text*
Identify fact and opinion within a text	*Sort statements of fact and opinion*	*Discuss what statements of fact and opinion can reveal about an author's views*	
Identify key details across more than one paragraph	*Record the key details/events from a narrative*	*Summarise the key details/events from a narrative*	
Share preferences for reading and make recommendations to others	*Share a favourite author and discuss why they enjoy their books*	*Recommend a text to a friend, drawing, for example, on genre, character and setting*	

Year 6

Knowledge and Skills	How to achieve the knowledge and skill		
	Step 1	Step 2	Step 3
Discuss and evaluate how the author's use of language impacts on the reader	*Discuss an author's use of figurative language and the image the reader gains from this*	*Discuss how the author indicates different levels of formality in a text*	
Identify how language, structure and presentation contribute to meaning	*Identify how vocabulary choice creates a desired effect in a piece of writing*	*Discuss ingredients that create a desired effect, eg short sentences and ellipsis*	*Discuss the role of structural and presentational devices in fiction and non-fiction texts*
Draw sound inferences relating to characters' feelings, thoughts and motives, justifying these with evidence	*Answer inference questions orally, using evidence and quotations from the text*	*Answer inference questions in written form, using evidence and quotations from the text*	
Provide a succinct summary, paraphrasing the main ideas across a text	*Record the key details/points from narrative and non-fiction texts*	*Record the key details/points from narrative and non-fiction texts in a paragraph summary*	
Share preferences for reading and make recommendations to others	*Make a written recommendation of a text*	*Express preferences for genre, citing examples*	
Express personal opinions and discuss these with others	*Discuss a favourite moment/section of a text and give reasons*	*Engage in dialogue about a text, adding to ideas*	*Engage in dialogue about a text, courteously challenging ideas*

Key stage 1

Hampshire assessment of reading

For use of scroll back for children not yet making the age related expectations

Year 1 Reading

Assessment guidance: suggested knowledge, skills and behaviours (summer 2021)

Knowledge, Skills and Behaviours	Summer Term		
	Step 1	Step 2	Step 3
Use phonics as a primary approach to reading	*Apply phonics to non-words in reading eg alien words*	*Read a range of decodable texts based on known phonemes*	*Read aloud accurately decodable books that do not require them to use other strategies to work out words*
Recognise graphemes and associated phonemes, blending through words to decode	*Segment words into phoneme frames to identify known GPCs and then blend together*	*Annotate words with sound buttons and lines*	*Blend across phonemes left to right to read correctly real and alien words*
Recognise and read common exception words	*Read individual CEW words out of context*	*Read individual CEW words in context*	*Notice similarities / differences between CEW already taught*
Listen to texts read aloud, joining in and asking questions	*Join in with predictable phrases, eg "I'll huff and I'll puff …"*	*Join in with recurring literary language*	*Ask 'what' and 'why' questions linked to the text*
Make simple predictions based on what has happened so far	*Make predictions based on the title*	*Choose an appropriate prediction when given two or three possibilities to choose from*	*Create short improvisations that continue an event / story*
Learn familiar stories by heart	*Use story props to support retelling*	*Follow a story map to support a retelling*	
Participate in discussions about what is read	*Express likes and dislikes about a text*	*Refer to pictures / diagrams to support opinions*	*Initiate discussions from shared reading experiences and have conversations with other pupils*

Year 2 Reading

Assessment guidance: suggested knowledge, skills and behaviours (summer 2021)

Knowledge, Skills and Behaviours	Summer Term		
	Step 1	Step 2	Step 3
Read most words quickly and accurately, using phonics as the primary strategy for unfamiliar words	*Read a wider range of texts, including non-fiction*	*Hear individual syllables and apply phonic knowledge to read each syllable*	*Read polysyllabic words*
Use self-correction strategies when monitoring comprehension	*Notice when a word has been missed or read incorrectly*	*Notice when a word has been missed or read incorrectly, correcting and rerunning the sentence*	*Read on from unknown words to use context clues within the whole sentence*
Retell a range of familiar stories, traditional tales and fairy stories	*Orally retell stories read by someone else*	*Orally retell stories read by themselves*	
Locate key information within a text	*Use contents to locate information*	*Use headings to locate information*	*Read on when searching for specific information*
Make simple inferences based on what has been read	*Infer from images with simple text*	*Build simple inferences using two pieces of information from the text*	*Combine ideas in the text with their prior knowledge to build simple inferences*
Explain and discuss their understanding of what has been read	*Express and justify personal responses to reading, eg 'I think…because…'*	*Listen and respond to ideas of others*	

Little Wandle – Catch up programme