Reading Knowledge and Strategies Progression Document
Birkwood Primary School National Curriculum Objectives

Word Reading: decoding, etymology, origin, history, morphology, syntax, structure & fluency

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know what an initial sound is **So that I can** recognise words with the same initial sound. **I know** that words are made up of different sounds. **So that I can** segment the sounds in simplewords and blend them together. **I know** that sounds are represented by letters **So that I can** begin to link sounds to letters (see RWI progression document). I **know** that the letters of the alphabet have rhymes **So that I** can learn to spot the letters by their rhymes **I know** that the letters of the alphabet have names **So that I can** learn to name the letters of the alphabet in order **I know** how to use phonic knowledge taught in RWI to decode regular words **So that I can** read simple sentences aloud accurately. **I know** that print carries meaning and has different purposes **So that I can** begin to make sense of words, sentences and texts . **I know** that, in English, print is read from left toright and top to bottom **So that I can** begin to read texts chronologically **I know** that some letter groups represent one sound **So that I can** say the sound for them **I know** that there are some words which cannot be decoded and must be learned by recognition **So that I can** read a few common exception words matched to RWI	**I know** that single letters make sounds and that letters can combine to make digraphs or trigraphs to make single sounds **So that I can** read accurately all common graphemes for all 40+ phonemes. **I know** that words can be segmented into sounds and sounds can be blended into words **So that I can** apply RWI phonic strategies when reading unknown words by accurately segmenting and blending the sounds inwords that contain the common graphemes for all 40+ phonemes. **I know** that there are some words which cannot be decoded and must be learnt by recognition **So that I can** read most Year 1 commonexception words. **I know** that words contain syllables. **So that I can** read accurately some words of two ormore syllables that contain the taught grapheme-phoneme correspondences(GPCs). **I know** that prefixes and suffixes can be added to root words to alter the meaning **So that I can** read some words containing the prefixes and suffixes taught using segmenting and blending skill where necessary (-un, -s, -es, -ing, -ed, -er, -est). **I know** that some words can be combined and shortened using apostrophes for missing letters **So that I can** read words with simple contractions e.g.I'm, I'll, we'll. **I know** that it is important to re-read sentences and books **So that I can** build fluency and confidence in word reading using the RWI programme. **I know** the function of a full stop **So that I can** show this when reading aloud confidently **I know** that there are different punctuation marks and that they have different functions (. ? ! " ") **So that I can** use these to begin to read with expression (. ? ! " "). **I know** when what I have read does not make sense **So that I can** self-correct and begin to re-read for fluency.	**I know** all 40+ phonemes, including alternative sounds for graphemes **So that I** can read accurately by decoding words until automatic decoding has become embedded and reading is fluent **I know** that there are some words which cannot be decoded and must be learnt by recognition **So that I can** read can read all Year 1 and Year 2 common exception words by sight **I know** how to recognise and break down multi-syllabic words **So that I can** fluently read many words of two or more syllables that contain the taught grapheme-phoneme correspondences (GPCs). **I know** that prefixes and suffixes can be added to root words to alter the meaning **So that I can** fluently read words containing common prefixes and suffixes. **I know** that some words can be combined and shortened using apostrophes for missing letters **So that I can** read words with contractions e.g. wouldn't, couldn't, shouldn't **I know** that it is important to re-read sentences and books **So that I can** read most words quickly and accurately, without overt sounding and blending. **I know** that there are different punctuation marks and that they have different functions (. ? ! "" , …) **So that I can** use these to read with increasing understanding and expressions (. ? ! "" , …) **I know** when what I have read does not make sense **So that I can** correct inaccurate reading **I know** many words by sight **So that I can** read aloud accurately without undue hesitation. **I know** how to sound out unfamiliar words accurately, automatically and without undue hesitation **So that I can** read aloud books closely matched to my improving phonic knowledge	**I know** the meaning of taught prefixes and suffixes **So that I can** read many words containing these prefixes and suffixes both to read aloud and to understand the meaning of new words. **I know** and understand a wide range of punctuation (? ! " " … ,) and text features (e.g. capitalisations, italics and bold). **So that I can** confidently read aloud using expression **I know** how to identify the unusual correspondences between spelling and sound in words. **So that I can** read further exception words.	**I know** how to interpret a wide range of punctuation (? ! " " … ,) and text features (e.g. capitalisations, italics and bold) as I read **So that I can** confidently read aloud using expression and intonation, taking into account higher level punctuation andtext features **I know** and understand many root words, prefixes and suffixes **So that I can** begin to apply my growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new vocabulary. **I know** that by testing out different ways of pronouncing a new or longer word **I can** attempt to match what I decode to words I may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should]. **I know** that when I encounter an unfamiliar word, **I can** begin to use the wider text/section to help work it out	**I know** and understand the function of sophisticated punctuation (… ; : - () and ' for contraction and possession and "" for direct speech) **So that I can** read aloud confidently and fluently with expression and intonation **I know** and can recognise most words on sight **So that I can** read aloud with pace, fluency, expression and intonation taking punctuation and text features into account **I know** that the origins and history of root words help me to understand the meaning **So that I can** apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of unfamiliar vocabulary. **I know** that the context of a text can help me work out the meaning of unknown words **So that I can** work out any unfamiliar words independently from how they are used in context. **I know that** accurate reading of individual words is key to the meaning of a sentence or paragraph and that I may misread a word because I mistake it for a word I am more familiar with **So that I can** correct myself by focusing on all the letters in a word. For example, if I misread read 'invitation' for 'imitation' I can look more closely at the first two three letters closely to correct myself with accuracy. **I know** and understand that author's intention should be taken in to account when reading independently **So that I can** understand the authors use of language	**I know** how to interpret sophisticated punctuation as I am reading (… ; : - () and ' for contraction and possession and ""for direct speech). **So that I can** read aloud confidently and fluently with expression and intonation **I know** how to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity **So that I can** confidently read aloud with pace, fluency, expression and intonation taking punctuation, text features and author's intention intoaccount. **I know** that morphology and etymology help me to read newly encountered words **So that I can** confidently apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of unfamiliar vocabulary. **I know** that context is key to interpretation **So that I can** confidently and independently work out the meaning and understand unknown words from how they are used in context.

Vocabulary & Language Development

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can… • Learn new vocabulary • Use new vocabulary throughout the day • Use new vocabulary in different contexts • Engage in extended conversations about new vocabulary	**I can…** • Repeat words and phrases from familiar stories • Continue a rhyming string • Identify simple, recurring literary language • Identify meaning of simple vocabulary in context when talking with an adult • Explain understanding of texts that are pitched beyond the level they can read independently • Identify familiar story telling language e.g. 'Once upon a time…'	**I can…** • Discuss favourite words and phrases • Comment on the authors' simple language choices e.g. slimy is a good adjective because… • Identify language used to comment on the feelings of a character • Identify and understand unfamiliar vocabulary using own knowledge and understanding of words • Identify and understand unfamiliar vocabulary with the help of an adult • Identify a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up, etc. • With an adult, discuss and clarify the meaning of words, linking new meanings to known vocabulary • Use drama to explore and express new story language	**I can…** • Comment on the authors' use of descriptive language • Identify how specific words and phrases link sections, paragraphs and chapters • Discuss words and phrases that capture the reader's interest and imagination • Begin to comment on how the author's choice of language creates mood, builds tension or creates a picture • Discuss and explore potential meanings of ambitious words, linked to context and knowledge of prefixes and suffixes • Use dictionaries to check the meaning of words read • With an adult, ask questions to improve understanding of new vocabulary • Begin to identify language features of some different text types	**I can…** • Independently ask questions to improve understanding of any new vocabulary encountered • Identify examples of descriptive language to explain the mood or atmosphere created • Notice key words and phrases used to convey passing of time, to introduce paragraphs or chapters • Identify how authors use precise vocabulary to create the intended purpose/effect • Comment on how the author's choice of language creates mood, builds tension and creates imagery or atmosphere and how this effects the reader • Clarify meanings of ambitious words and /or phrases in context • Understand that figurative language creates imagery • Identify language features of some mixed genre texts	**I can…** • Use a range of strategies to identify the meaning of new vocabulary, including identifying possible synonyms to replace an unfamiliar word in a sentence • Identify examples of effective language choices and give reasons for why these are effective	**I can…** • Analyse and explain the impact of authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc. • Identify how the author's choice of language has an impact on the reader. • Explain in detail how the author has used different language features at different points in the text and how this relates to the genre

Inference

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can… • Discuss feelings in a story • Engage in extended conversations about stories • Answer who, what, when and where questions about stories • Answer why and how questions about stories	**I can…** • Answer questions, making simple inferences about characters and events in the story • Begin to answer questionsand make inferences on the basis of what is being said and done in a familiar book	**I can…** • Ask and answer questions and make some inferences on the basis of what is being said and done	**I can…** • Discuss reasons for actions and events based on evidence in the text • Empathise with different characters' points of view in order to discuss what characters are thinking/feeling • Begin to read between the lines to interpret meaning and/or discuss what characters are thinking/feeling and the way they act • Use clues from action, description and dialogue to establish meaning	**I can…** • Use inference and deductionskills to discuss messages, moods, feelings and attitudes using clues from the text • Identify the point of view from which a story is told and how this affects the reader's response • Infer and deduce meaning based on evidence drawn from different points in the text	**I can…** • Begin to infer and evaluate how messages, mood, feelings and attitudes are conveyed in poetry, prose and non-fiction making reference to the text	**I can…** • Infer, deduce and evaluate how messages, mood, feelings and attitudes are conveyed in poetry, prose and non-fiction making reference to the text • Confidently identify and explain different characters'points of view and how this impacts on the reader

Prediction

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can… • Join in with a repeated chorus or catchphrase and anticipate key phrases in rhymes and stories • Talk about stories, suggesting what might happen next • Articulate my ideas and thoughts, accurately anticipating key events • Suggest how the story might end	**I can…** • Recognise and join in with predictable phrases • Use the front cover and book title, illustrations and blurb to make predictions about the content of the text • Make simple predictions about characters and events in the story • Make plausible predictions based on what has been read so far and own experiences	**I can…** • Make plausible predictions about a text using a range of clues, based on what they have read • Begin to ask questions about the text	**I can…** • Make plausible predictions based on knowledge from the text, other books and own experiences • Ask questions about the text based on what has been read	**I can…** • Explore alternatives that could have occurred in texts referring to the text to justify ideas • Refer to details in the text to support predictions • Ask questions based on details stated and implied within the text	**I can…** • Ask questions to provoke predictions about the text basedon what has already been read • Refer to the text to supportand justify predictions and opinions	**I can…** • Confidently ask questions to improve understanding and make plausible predictions • Refer to the text to supportand justify predictions and opinions

Dialogue & Explaining

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can… • Articulate my ideas and thoughts about the text, with the help of an adult • Describe events in some detail • Demonstrate understanding when talking with others about what I have read	**I can…** • Relate stories/texts to own experiences, including story settings and events • Explain understanding of what is read by an adult • Begin to explain what is the same and what is different in a variety of familiar texts • Participate in discussion about what is read to me, taking turns and listening to what others say	**I can…** • Provide simple explanations about events or information in the text • Make comparisons between texts • Relate stories/texts to own experiences, drawing on what they already know and vocabulary provided by the teacher • Explain understanding of books, poems and other material that is read independently • Listen to, discuss and express views about a wide range of texts including fiction, non-fiction and poetry at a level beyond what they can read independently (inc. high quality texts by well-known authors)	**I can…** • Explain how and why main characters act in certain ways in a story using evidence from the text • When prompted, justify and elaborate on opinions and predictions referring back to the text for evidence • Recognise how a character is presented in different ways and respond to this using evidence from the text • Listen to, discuss and express views about a wide range of texts including fiction (inc. fairy tales and myths and legends), non-fiction and poetry (inc. high quality texts by well-known authors) • Discuss and give opinions on reading preferences e.g. favourite author, book type • Identify the differences between a wide range of non-fiction text types (e.g. explanations, instructions)	**I can…** • Understand and explain different characters' points of view • Identify the relationships between characters, explaining the effects this has on the reader e.g. how the characters behave in different ways as they interactwith different people and/or different setting. • When prompted justify and elaborate on opinions and predictions referring back to the text for evidence • Use clues from action, description and dialogue to establish meaning • Talk about how a character could be seen in different ways depending on how the author choses to portray them • Discuss how an author has built a character using action, description and dialogue • Discuss the work of some established authors and explain what is special about their work • Justify preferences in terms of authors' style and themes	**I can…** • Explain a character's motives throughout a story and use evidence throughout the text to back up opinions • Recognise which character the writer wants the reader to like or dislike and what techniques they have used to achieve this • Comment on the success of texts in provoking particular responses e.g. anger and sadness • Begin to recognise the use of irony and comment on the writer's intention e.g. sarcasm, insincerity, mockery • Begin to make comparisons within and across texts • Confidently identify and explain different characters'points of view and how this impacts on the reader • Begin to identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements • Evaluate the success of a text providing evidence that refers to language, theme and style • Identify why a long-established novel may have retained its lasting appeal • Build on my own and others' ideas, respectfully challenging views • Participate in debates, maintaining a focus on topic, to explain and discuss understanding of what has been read • Recommend books to peers, giving reasons for choices • Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	**I can…** • Use quotation and text references to support ideas andarguments • Combine information from different reading sources with increasing precision to producemeaningful information (referring to other text to support an argument) • Clearly identify and explain the writer's viewpoint referring to the text • Evaluate the success of a text providing evidence that refers the language, theme and style • Discuss how the historical, social or cultural context of a text can affect its meaning (either the context within which the writer has written or the context within which the reader is reading) and how this can change over time • Identify and discuss implicit and explicit point of view in some texts at an appropriate level and standard • Explain how impact on the reader has been created • Identify why a long-established novel may have retained its lasting appeal • Make comparisons within and across texts • Recognise the use of irony and comment on the writer's intention e.g. sarcasm, insincerity, mockery • Build on my own and others' ideas, respectfully challenging views • Make formal presentations which maintain a focus on topic, using notes where necessary, to explain and discuss understanding of what has been read

Retrieving

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can… • Answer simple questions using pictures and words in the text, with the help of an adult • Engage in extended conversations to work out how a character is feeling in a story • Answer who, what, when and where questions about stories • Answer why and how questions about stories	**I can…** • Begin to locate specific information on a given page in response to a direct question • Answer simple questions/find information in response to a direct, literal question	**I can…** • Begin to learn to scan the text from left to right to find specific information • Locate specific information on a given page in response to a direct question	**I can…** • Scan the text from left to right to find specific information • Begin to learn to skim the text to gain an overview of the content • Locate information by skimming and scanning • Retrieve and record information from fiction and non-fiction texts • Begin to use techniques, such as text marking, to locate information quickly	**I can…** • Locate information byconfidently skimming and scanning • Use knowledge of text structure to locate information • Confidently retrieve and record information from fiction and non-fiction texts • Begin to identify fact andopinion in text • Quote directly from the text to answer questions • Locate information quickly and effectively from a range of sources by techniques such as, text marking, contents, indexes and other organisational devices	**I can…** • Skim and scan non-fictiontexts at speed • Confidently retrieve and record and begin to present information from fiction and non-fiction texts • Retrieve and collate key ideas and information from a range of sources • Begin to distinguish between statements of fact and opinion	**I can…** • Skim and scan non-fiction texts at speed to locate information accurately • Confidently retrieve and record and present information from fiction and non-fiction texts • Retrieve and collate key ideas and information at key points in a text and across a range of texts • Distinguish between statements of fact and opinion, justifying these choices

Sequencing and Summarising

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can… • Retell the story • Talk about the sequence of events in a story • Begin to talk about the order of a text	**I can…** • Become very familiar with key stories, fairy stories and traditional tales, considering their different characteristics • Retell a familiar and an unfamiliar story (beginning, middle and end) • Discuss and explain the significance of the title and events in the text • Begin to distinguish between fiction and non-fiction • Begin to recognise the features of fiction and non- fiction texts, e.g. contents page,headings, index • Begin to use contents and index pages in texts • Listen to and discuss a wide range of poems beyond that at which I can read independently • Appreciate rhymes and poems, and recite some by heart	**I can…** • Retell a wide range of stories, including fairy stories and traditional tales • Begin to recognise the structure of different non-fiction texts • Discuss the sequence of events in books and how items of information are related • Begin to recognise the features of fiction and non- fiction texts, e.g. contents page,headings, glossary, index • Begin to use contents, glossary and index pages in texts • Listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books • Recite some poems by heart using expression and action to perform	**I can…** • Summarise and explain themain points in a text, referring back to the text to support answers • Identify and explore some straightforward underlining themes and conventions in a wide range of books • Read books that are structured in different ways andread for a range of purposes • Understand the purposes of paragraphs/chapters in texts • Identify how presentation features contribute to meaning e.g. bold, capitalisation and italics. • Begin to identify between different fiction genres • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Recognise some different forms of poetry [for example, free verse, narrative etc) • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	**I can…** • Identify main ideas from more than paragraph and summarise these • Compare the structure of different stories to discover how they differ in pace, build-up, problem, resolution and ending • Identify the ways in which paragraphs are linked e.g. use of sequencing adverbs, pronouns for character continuity • Perform poetry with confidence, expressing understanding through intonation, tone, volume and action	**I can…** • Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Begin to summarise the main ideas drawn from more than one paragraph • Begin to explain the structural devices an author hasused to organise a text • Increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Discuss the message a text has about our society, a particular culture or traditions from the past • Prepare 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	**I can…** • Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Identify the genre of the text through language, theme, conventions and style • Summarise information across a range of texts • Reflect on the wider consequences or significance of information, ideas or events in the text as a whole e.g. how one small incident alters the whole course of the story. • Identify the purpose, audience and organisational structure of different fiction/non-fiction texts and evaluate the success of each of these elements • Explain the structural devices an author has used to organise a text • Give a detailed insight into how the structural choices support the writer's theme or purpose • Increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Prepare poems and plays confidently, showing understanding through intonation, tone and volume so that the meaning is clearly communicated to an audience