



Hillside Primary School

Reading: Progression of Skills, Knowledge, Questioning and Vocabulary

	Three and Four Year Olds	Reception	Early Learning Goal
EYFS Reading Phonics and Decoding	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Common Exception Words		<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. 	
Fluency	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> -print has meaning -the names of different parts of a book -print can have different purposes -page sequencing -we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in words -recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Reading Comprehension Understanding and Correcting Inaccuracies	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Comparing, Contrasting and Commenting	<ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> 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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Words in Context and Authorial Choice	<ul style="list-style-type: none"> Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own



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		<ul style="list-style-type: none"> Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Inference and Prediction	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 		<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.
	<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know. 	<ul style="list-style-type: none"> Engage in storytimes. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role-playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non Fiction		<ul style="list-style-type: none"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> apply phonic knowledge to decode words speedily read all 40+ letters/groups for 40+ phonemes read accurately by blending taught GPC read common exception words read common suffixes (-s, -es, -ing, -ed, etc.) read multisyllable words containing taught GPCs read contractions and understanding use of apostrophe read aloud phonically-decodable texts 	<ul style="list-style-type: none"> secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multisyllable words containing these graphemes read common suffixes read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read 50 words from the Y3/4 word list, noticing the unusual correspondence between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed (super, sub, inter, anti, non, auto, pre, de, re, in, imm, ous, tion, cian, sion), both to read aloud and to understand the meaning of new words they meet read 100 words from the Y3/Y4 word list, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Read suffix -cious or -tious Read suffix -ant or -ent Read suffix -ance or -ence Read suffix -able or -ible Read suffix -ably or -ibly Read suffixes beginning with vowel letters to words ending in -fer Read words with the /i:/ sound spelt ei after c Read 60 of the words from the year 5/6 word list Read some words with 'silent' letters Read homophones 'ce/se' and 'ow/ou' 	<ul style="list-style-type: none"> read all words from the year 5 and 6 words list. 'ough' words read pronounced correctly 'dough', 'tough' words ending in 'ial' read and pronounced correctly 'special', 'official' continue to distinguish between homophones in reading



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<p>Range of Reading</p>	<ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> • listening to, discussing and expressing 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 	<ul style="list-style-type: none"> • develop positive attitudes to reading and an understanding of what they read listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • develop positive attitudes to reading and an understanding of what they read, reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • develop positive attitudes to reading and an understanding of what they read listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • develop positive attitudes to reading and an understanding of what they read, reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks • *reading books that are structured in different ways and reading for a range of purposes • *making comparisons within and across books 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books
<p>Familiarity with texts</p>	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> • develop positive attitudes to reading and an understanding of what they read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • develop positive attitudes to reading and an understanding of what they read identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • develop positive attitudes to reading and an understanding of what they read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • develop positive attitudes to reading and an understanding of what they read identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • Developing a familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions • *identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> • increasing their 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 • identifying themes and conventions in and across a wide-range of writing
<p>Poetry & Performance</p>	<ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • develop positive attitudes to reading and an understanding of what they read preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • develop positive attitudes to reading and an understanding of what they read recognising some different forms of poetry [for example, Kennings, Haiku, limericks] 	<ul style="list-style-type: none"> • develop positive attitudes to reading and an understanding of what they read preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • develop positive attitudes to reading and an understanding of what they read recognising some different forms of poetry [for example, riddles, cinquain] 	<ul style="list-style-type: none"> • Learning a wider range of poetry across books • 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 	<ul style="list-style-type: none"> • learning 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>Word meanings</p>	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases 	<ul style="list-style-type: none"> • develop positive attitudes to reading and an understanding of what they read, using dictionaries to check the meaning of words that they have read using the first and second letter 	<ul style="list-style-type: none"> • develop positive attitudes to reading and an understanding of what they read, using dictionaries to check the meaning of words that they have read using the first, second and third letter 		<ul style="list-style-type: none"> • explore the style and meaning of words in context, evaluating how they are linked to the purpose of the text.
<p>Understanding</p>	<ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • understand what they read, in books they can read independently, by asking questions to improve their understanding of a text • understand what they read, in books they can read independently, by identifying main ideas drawn 	<ul style="list-style-type: none"> • understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • understand what they read, in books they can read independently, by asking questions to improve their understanding of a text • understand what they read, in books they can read independently, by identifying main ideas drawn 	<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Beginning to ask questions to improve their understanding • Summarising the main ideas drawn from more than one paragraph, and beginning to use skimming and scanning to support this process 	<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Formulate questions to improve their understanding • identifying key details that support the main ideas in a text (skimming and scanning)



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			from the text and summarising these	from more than one paragraph and summarising these		
Inference	<ul style="list-style-type: none"> discussing the significance of the title and events making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions 	<ul style="list-style-type: none"> understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and explaining how evidence supports the point made.
Prediction	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> understand what they read, in books they can read independently, by predicting what might happen from details stated 	<ul style="list-style-type: none"> understand what they read, in books they can read independently, by predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> refers to the text to support predictions and opinions
Authorial Intent			<ul style="list-style-type: none"> develop positive attitudes to reading and an understanding of what they read discussing words and phrases that capture the reader's interest and imagination understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> develop positive attitudes to reading and an understanding of what they read discussing words and phrases that capture the reader's interest and imagination understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use figurative language (similes and metaphors) 	<ul style="list-style-type: none"> identifying how structure and presentation impact effect Discuss and evaluate how authors use figurative language, including onomatopoeia, personification, and pun.
Non-fiction		<ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> retrieve, record and present information from an increasing range of non-fiction texts
Discussing reading	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Provide justifications for their views 	<ul style="list-style-type: none"> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas 	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about book that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 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 Provides reasoned, detailed justifications for their views