

Hazelwood Schools



Reading

Knowledge & Skills

Progression



| WORD READING | | | | | |
|--|---|---|--|---|---|
| Phonics and decoding | | | | | |
| EYFS | | | | | |
| Nursery | | | Reception (Early Learning Goal) | | |
| <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 a word Recognise words with the same initial sound, such as money and mother Begin to orally blend Recognise own name | | | <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 | | |
| KS1 | | KS2 | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> To apply phonic knowledge and skills as the route to decode words To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word To read words containing taught GPCs and –s, –es, – | <ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes To read accurately words of two or more syllables that contain the same graphemes as above To read words containing common suffixes To read further common exception words, noting unusual correspondences between spelling and | <ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud' To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud. To begin to read Y3/Y4 exception words (beginning to note the unusual correspondences | <ul style="list-style-type: none"> 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 and understand the meaning of new words they meet. - To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word. | <ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. 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, both to read aloud fluently and to understand the meaning of new words that they meet - To read most Y5/ Y6 exception words discussing the unusual correspondences between | <ul style="list-style-type: none"> To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings |



Hazelwood Schools Reading Knowledge & Skills Progression

| | | | | | |
|---|--|---|--|--|--|
| <p>ing, -ed, -er and -est endings</p> <ul style="list-style-type: none">• To read other words of more than one syllable that contain taught GPCs• To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) | <p>sound and where these occur in the word</p> | <p>between spelling and sound, and where these occur in the word)</p> | | <p>spelling and sound and where these occur in the word.</p> | |
|---|--|---|--|--|--|



| Word Reading | | | | | |
|---|---|--|---|--------|--------|
| Fluency | | | | | |
| EYFS | | | | | |
| Nursery | | | Reception (Early Learning Goal) | | |
| <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 a word Recognise words with the same initial sound, such as money and mother Begin to orally blend Recognise own name | | | <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 | | |
| KS1 | | KS2 | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> To read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words To reread these books to build up their fluency and confidence in word reading | <ul style="list-style-type: none"> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. - To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. | <p>At this stage, teaching comprehension skills should be focus of teaching over teaching word reading and fluency specifically.</p> <p>Any focus on word reading should be taught to support the development of vocabulary.</p> | | | |



| COMPREHENSION | | | | | |
|--|--|--|--|--|--|
| EYFS | | | | | |
| Nursery | | | Reception (Early Learning Goal) | | |
| <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing | | | <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 | | |
| KS1 | | KS2 | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Understanding/Reading a range of genres | | | | | |
| <ul style="list-style-type: none"> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. | <ul style="list-style-type: none"> To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To read books that are structured in different ways and reading for a range of purposes To begin to sustain interest in longer narratives e.g. a short chapter books. | <ul style="list-style-type: none"> To recognise and listen to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To sustain interest in longer narratives e.g. a short chapter books. | <ul style="list-style-type: none"> To read for a range of purposes. | <ul style="list-style-type: none"> To read a wide range of genres, | <ul style="list-style-type: none"> To read a wide range of genres for pleasure To explain their understanding of what they have read, including through formal presentations and debates |
| Comparing, Contrasting and Commenting (E) | | | | | |
| <ul style="list-style-type: none"> To join in with discussions about a text, taking turns and listening to what others say. | <ul style="list-style-type: none"> To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read | <ul style="list-style-type: none"> To discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate | <ul style="list-style-type: none"> To discuss and compare texts from a wide variety of genres and writers. To identify themes and conventions in a wide range of books. | <ul style="list-style-type: none"> To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and | <ul style="list-style-type: none"> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres To listen to guidance and |

Hazelwood Schools Reading Knowledge & Skills Progression

| | | | | | |
|---|--|---|---|---|---|
| | <p>independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <ul style="list-style-type: none"> To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). | <p>terminology when discussing texts (plot, character, setting).</p> | <ul style="list-style-type: none"> To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. | <p>differences between text types.</p> <ul style="list-style-type: none"> To 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. | <p>feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <ul style="list-style-type: none"> To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text. To recognise more complex themes in what they read (such as loss or heroism). |
| Sequencing/Summarising (S) | | | | | |
| <ul style="list-style-type: none"> To discuss the significance of titles and events. | <ul style="list-style-type: none"> To discuss the sequence of events in books and how items of information are related. | <ul style="list-style-type: none"> To begin to identify main ideas drawn from more than one paragraph and summarise these. | <ul style="list-style-type: none"> To identify main ideas drawn from more than one paragraph and summarise these. | <ul style="list-style-type: none"> To use key language to help draw out key information and to summarise the main ideas in a text. | <ul style="list-style-type: none"> To draw out key information and to summarise the main ideas in a text. |
| Words in context and author's intent (V & E) | | | | | |
| <ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known. | <ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. | <ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To begin to discuss | <ul style="list-style-type: none"> To discuss vocabulary used to capture readers' interest and imagination To discuss authors' choice of words and phrases for effect. | <ul style="list-style-type: none"> To discuss vocabulary used by the author to create effect including figurative language. | <ul style="list-style-type: none"> To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style |



| | | | | | |
|--|---|---|---|--|--|
| | | authors' choice of words and phrases for effect. | | | and effect. |
| Inference and prediction (I & P) | | | | | |
| <ul style="list-style-type: none"> To begin to make simple inferences. To predict what might happen on the basis of what has been read so far. | <ul style="list-style-type: none"> To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. | <ul style="list-style-type: none"> To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text. | <ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied. | <ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. | <ul style="list-style-type: none"> To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues. |
| Poetry and performance | | | | | |
| <ul style="list-style-type: none"> To recite simple poems by heart. | <ul style="list-style-type: none"> To continue 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"> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. | <ul style="list-style-type: none"> To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. | <ul style="list-style-type: none"> To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. | <ul style="list-style-type: none"> To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. |
| Non – Fiction (R) | | | | | |
| <ul style="list-style-type: none"> To begin to show some understanding that non-fiction books include real information. | <ul style="list-style-type: none"> To explain differences between fiction and non-fiction. E.g. To understand that books can be used to find things out To recognise that non-fiction books are often structured in different ways. | <ul style="list-style-type: none"> To retrieve and record information from non-fiction texts. | <ul style="list-style-type: none"> To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read. | <ul style="list-style-type: none"> To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. | <ul style="list-style-type: none"> To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval. |

