

## KMPS Reading Progression

### Word Reading

Word Reading- Decoding and Phonics (age appropriate texts)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>Apply phonic knowledge to decode words</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes</p> <p>Read accurately by blending taught GPC</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught GPCs</p> <p>Read contractions and understanding use of apostrophe</p> <p>Read aloud phonically-decodable texts</p>	<p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllable words containing these graphemes</p> <p>Read common suffixes</p> <p>Read most words quickly &amp; accurately without overt sounding and blending</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>

Read words consistent with their phonic knowledge by sound-blending.						
Word Reading- Common Exception Words						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Read a few common exception words matched to taught Little Wandle words. To read some common irregular words.	To read most Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words	To read Y1 and most Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To read all common exception words from KS1.  To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	To begin to read Y5/ Y6 exception words.	To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Word Reading- Fluency (age appropriate texts)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.	Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  Reread texts to build up fluency and confidence in word reading.	Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.  Reread these books to build up fluency and confidence in word reading.  Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute,	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.  Any focus on word reading should support the development of vocabulary.			

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		in age-appropriate texts.	
---	--	---------------------------	--

### Comprehension- progression of domains

#### Comprehension- Understanding the text, including retrieval and range of texts

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating.</p> <p>To use non-fiction books to develop new knowledge.</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events.</p>	<p>To check that a text makes sense to them as they read and to self- correct.</p> <p>Read a sentence and understand its meaning.</p> <p>Can answer simple questions in relation to a direct retrieval question.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>be encouraged to link what they read or hear read to their own experiences</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Recall specific simple information (e.g. names of characters or places - find and copy a word or phrase).</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>Make links between a current book and those already read.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes.</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Can skim (general 'feel of text') and scan (for specific words) short texts to identify key words / purpose of</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes.</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Effectively use the precise</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes.</p> <p>Can locate and retrieve relevant information from different points in a text, identifying key details, in order to provide answers which, include quotes and</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes.</p> <p>Retrieve, record, synthesise and skilfully present relevant information from research, including leaflets, programmes, IT texts and reviews.</p>

<p>To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Understand how to listen carefully.</p> <p>Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events.</p>			<p>the text. Begins to text mark.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify morals and messages in a story.</p>	<p>wording from the text (quote) to answer retrieval questions and support discussions.</p> <p>Ask questions to improve their understanding of a text</p> <p>Identify morals and messages in a story.</p>	<p>references from the text.</p> <p>Make comparisons within and across books</p> <p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p>	<p>Make comparisons within and across books</p> <p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p>
--	--	--	--	---	--	---

**Comprehension- Vocabulary**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Children use vocabulary from stories in their own conversation and explanations.</p> <p>Joins in and continues with predictable words, phrases and refrains.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>Identify words and phrases that the author has chosen and discuss why they have been chosen to add to the meaning and effect of the text.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>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 and effect.</p>

			Able to demonstrate a knowledge of vocabulary by substituting vocabulary effectively.			
<b>Comprehension- Prediction</b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Anticipate (where appropriate) key events in stories.	To predict what might happen on the basis of what has been read so far.	Make predictions about a text using a range of clues.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.  Modify predictions in light of new information, giving reasoned evidence from a point in the text to support the change.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.  Use evidence from different parts of the text to justify both initial and revised predictions.
<b>Comprehension- Inference</b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Be able to link a story to their own lives.  Use illustrations to support talk about how a character is feeling.	To begin to make simple inferences.	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.  Gather information from more than one point across the text to draw together an inferential opinion	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	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.

about a character or event.

**Comprehension- Comparing and Contrasting**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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.</p> <p>Able to say if a story reminds them of any other that they may have read.</p>	<p>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.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>Make connections between text and text type</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Able to draw similarities and difference between characters / texts</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Recognise different characters reactions to the same event</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>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).</p> <p>Recognise characters' similarities and differences in relation to an event or at different times</p>	<p>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 differences between text types.</p> <p>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> <p>Using the text as evidence, give similarities and differences between given aspects.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Using the text as evidence, give similarities and differences between given aspects - and represent the information in</p>

						different ways (tables, Venn diagram, lists etc)
<b>Comprehension- Sequencing</b>			<b>Comprehension- Summarising</b>			
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Recognise the beginning, middle and end of stories. Put these pictures in order.	Can retell known stories, including significant events / main ideas in sequence.	Identify events and how they fit together, using time indicators E.g. then, before, next, earlier.  Can summarise a story - giving the <u>main points</u> in sequence.	Identify the events that are presented in more detail and those that are 'skimmed over'.  Can summarise the main points in a text, in both fiction and non-fiction examples.	Recognise the sequence in a story - and identify, the introduction, build up, climax or conflict and resolution.  Look for information in the text - and decide what is important and how it is connected.	Understand the sequence of events and be able to discuss how they are related.  Summarise a text within a given word count, linking the main ideas and points.	Be able to identify a time sequence in a complex texts with time shifts (e.g. flashbacks, fast forward etc).  Can summarise information across a range of texts.
<b>Comprehension- Non Fiction</b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
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.	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	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.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.  Distinguish between statements of fact and opinion.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a



						theatre programme or review).
Comprehension- Poetry						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	To recite simple poems by heart.	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.	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.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).  To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

