English Reading
Knowledge and Skill Progression Overview

Reading aspects: Comprehension						
Range of Reading; Making links Familiarity with Texts Poetry and Performance		Word Meanings Understanding Inference and Prediction		Authorial Choice Discussing Reading		
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Enjoy listening to stories and can remember much of what happens. Engage in story times.	Listen to and discuss a wide range of stories, poems and non-fiction at a level beyond which they can read independently; make links between what they have read and their own experiences.	Listen to, discuss and express views about contemporary and classic poetry, stories and non-fiction at a level at, and beyond which, they can read independently; make links between what they have read, their own experiences and other stories they have read.	Listen to and discuss a wide range of poetry, plays, narrative genres, non-fiction and textbooks; use appropriate terminology when discussing texts; make links between what they read and other stories they have read; read books structured in different ways; read for a range of purposes.	Listen to and discuss a wide range of texts and authors; read for a range of purposes; identify themes and conventions in a range of books; discuss authorial style, overall themes and features; identify how language, structure and presentation contribute to meaning; identify main ideas drawn from more than one paragraph and summarize; read books structured in different ways;	Read a wide range of genre, identifying characteristics and differences between text types; discuss books read to them and those they can read, building on and challenging others' views; identify main ideas drawn from more than one paragraph and summarize; recommend texts to peers, based on personal preference; read books structured in different ways; identify the purpose and audience of a text.	Read for pleasure, discussing, comparing and evaluating across a wide range of genres; identifying characteristics and differences between text types; discuss books read to them and those they can read, building on and challenging others' views; identify main ideas drawn from more than one paragraph and summarize; recommend texts to peers, based on personal preference; read books structured in

						different ways; identify the purpose and audience of a text.
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. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Become very familiar with key stories and traditional tales, re-telling them thinking about their particular characteristics; recognise and join in with predictable phrases; know the difference between fiction and non-fiction and that there are a range of non-fiction texts; make personal reading choices based on interests.	Become familiar with and retell a wide range of stories, fairy stories and traditional tales; understand recurring language in stories and poems; identify and discuss the main events and characters in stories; recognise that non-fiction books are structured in a variety of ways; make personal reading choices based on interests and previous reading.	Become increasingly familiar with a wide range of key stories, myths and legends, poems and traditional tales, retelling orally; identify, discuss and compare the main events and characters in stories; identify themes and conventions in a range of books; make personal choices and provide suggestions on reading based on interests and previous reading; recognise recurring language in stories, non-fiction and poetry; retrieve and record information from non-fiction.	Become increasingly familiar with a wide range of key stories, myths and legends, poems and traditional tales, retelling orally; identify, discuss and compare the main events and characters in stories; identify themes and conventions in a range of books; make personal choices and provide suggestions on reading based on interests and previous reading; recognise recurring language in stories, non-fiction and poetry; retrieve and record information from non-fiction.	Become increasingly familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other traditions; identify and discuss themes in and across a wide range of writing; make informed choices on reading based on previous reading; retrieve, record and present information from non-fiction texts; distinguish between statements of fact and opinion.	Become increasingly familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other traditions; identify and discuss increasingly complex themes in and across a wide range of literature; make informed choices on reading based on previous reading; retrieve, record and present information from non-fiction texts; distinguish between statements of fact and opinion, giving justification.

Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words and the same initial sounds, such as money and mother. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Learn to appreciate rhymes and poems, reciting some by heart.	Continue to build a repertoire of poems learnt by heart, beginning to use intonation.	Listen to, read and discuss different forms of poetry; prepare poems and play scripts to read aloud and perform, using intonation, tone, volume and action.	Listen to, read and discuss different forms of poetry; prepare poems and play scripts to read aloud and perform, using intonation, tone, volume and action.	Learn a wider variety of poetry off by heart; prepare poems and play scripts to read aloud and perform, using appropriate intonation, tone, volume and action.	Identify appropriate intonation, tone, volume and action in other people's performance; learn and confidently perform poems with confidence to a range of audiences.
Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary. Learn new vocabulary. Use new vocabulary	Discuss word meanings and link new meanings to those already known.	Discuss new words and link new meanings to those already known; discuss favourite words and phrases.	Use dictionaries to check the meanings of words read; use thesauruses to find synonyms and antonyms of words read.	Use dictionaries to check the meanings of words read; use thesauruses to find synonyms and antonyms of words read.	Use dictionaries to check the meanings of words read; use thesauruses to find synonyms and antonyms of words read.	Analyse and evaluate use of language, including figurative language and how it is used for effect; use technical terminology eg metaphor, analogy, imagery.

throughout the day. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.						
Understand a question or an instruction that has two parts, such as "Get your coat and wait at the door". Understand "why" questions like: "why do you think the caterpillar got so fat?" Understand the five key concepts about print: Print has meaning, the names of the different parts of the book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom. Ask questions to find out more and	Draw on what they already know or on background information and vocabulary provided; check that a text makes sense to them and correct any inaccuracies.	Discuss the sequence of events in books and how items of information are related; check that a text makes sense to them and correct any inaccuracies; ask questions to improve their understanding of a text.	Retell key events in sequence; discuss understanding and explain meaning of words in context; ask questions to improve understanding of a text; identify main ideas drawn from more than one paragraph and summarise these; highlight key words or phrases; begin to skim and scan a text to locate required information.	Retell key events in sequence; discuss understanding and explain meaning of words in context; ask questions to improve understanding of a text; identify main ideas drawn from more than one paragraph and summarise these; highlight key words or phrases; continue to skim and scan a text to locate required information.	Retell key events in sequence; discuss understanding and explain meaning of words in context; ask questions to improve understanding of a text; identify main ideas drawn from more than one paragraph and summarise these; identifying key details to support main ideas; skim and scan a text to efficiently and quickly locate required information.	Retell key events in sequence; discuss understanding and explain meaning of words in context; ask questions to improve understanding of a text; identify main ideas drawn from more than one paragraph and summarise these; identifying key details to support main ideas; skim and scan a text to efficiently and quickly locate required information.

to check they understand what has been said to them.						
Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Make inferences on the basis of what is being said and done; discuss the significance of the title, cover and blurb; make predictions on the basis of what has been read so far.	Make inferences on the basis of what is being said and done; ask and answer questions about characters, setting and plot; make predictions on the basis of what has been read so far.	Make inferences eg. inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; use prior knowledge and clues to make inferences; answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking; make and justify predictions based on what might happen from details stated and implied.	Make inferences eg. inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; use prior knowledge and clues to make inferences; answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking; make and justify predictions based on what might happen from details stated and implied.	Make inferences eg. inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; infer writers' perspective from what is written and from what is implied; answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking; make and justify predictions based on what might happen from details stated and implied.	To consider different accounts of the same event and discuss viewpoints; use indirect clues to infer and discuss how characters change and develop; answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking; make and justify predictions based on what might happen from details stated and implied.
	Discuss words and phrases that capture the reader's imagination.	Discuss words and phrases that capture the reader's imagination; make	Discuss words and phrases that capture the readers' interest and imagination;	Discuss words and phrases that capture the readers' interest and imagination;	Identify how language, structure, and presentation contribute to	Identify how language, structure, and presentation contribute to

		comments about language.	identifying how language, structure, and presentation contribute to meaning.	identifying how language, structure, and presentation contribute to meaning.	meaning; discuss and evaluate how authors use language, including figurative language, and the impact this may have on the reader.	meaning; discuss and evaluate how authors use language, including figurative language, and the impact this may have on the reader.
	Take part in discussions about what is read to them, taking turns to speak and listen; explain clearly their understanding of what has been read.	Take part in discussions about books, poems etc read to them, taking turns to speak and listen; explain their understanding of books, poems etc that they read or listen to.	Take part in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Take part in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Recommend books they have read to their peers, giving reasons for their choices; take part in discussions about books, building on their own and others' ideas and challenging views politely; explain and discuss their understanding of what they have read, including through formal presentations and debates; provide reasoned justifications for their views.	Recommend books they have read to their peers, giving reasons for their choices; take part in discussions about books, building on their own and others' ideas and challenging views politely; explain and discuss their understanding of what they have read, including through formal presentations and debates; provide reasoned justifications for their views.

NB: To ensure coverage and progression, KS2 classes will follow a Two Year Rolling Programme for Lower KS2 and Upper KS2 due to mixed year classes.