

## Primary Reading Skills and Knowledge Progression - Long-Term Planning

| EYFS       |   |
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| Goldilocks | <p><b>Preschool Reading Skills:</b></p> <p><b>Children from birth to three will;</b><br/>           Enjoy songs and rhymes, tuning in and paying attention.<br/>           Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.<br/>           Say some of the words in songs and rhymes.<br/>           Sing songs and say rhymes independently, for example, singing whilst playing.<br/>           Enjoy sharing books with an adult.<br/>           Pay attention and respond to the pictures or the words.<br/>           Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.<br/>           Repeat words and phrases from familiar stories.<br/>           Ask questions about the book.<br/>           Make comments and share their own ideas.<br/>           Develop play around favourite stories using props.<br/>           Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.<br/>           Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>*Taken from Development Matters. Each school will explore different topics throughout the school year at a time that suits their cohorts needs and interests.</p> |
| Nursery    | <p><b>Nursery Reading Skills:</b></p> <ul style="list-style-type: none"> <li>-To be able to recognise print</li> <li>-To be able to ask and answer simple questions about stories</li> <li>-To be able to develop vocabulary through stories, play and discussion</li> </ul>  |

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|                  | <p><b>* Knowledge</b></p> <p><b>Children aged three to four will;</b><br/>         Understand the five key concepts about print: • 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<br/>         Engage in extended conversations about stories, learning new vocabulary.<br/>         I enjoy listening to longer stories and can remember much of what happens.<br/>         Sing a large repertoire of songs.<br/>         Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>*Taken from Development Matters. Each school will explore different topics throughout the school year at a time that suits their cohorts needs and interests.</p>   |                      |                      |                      |                      |                      |
| <p>Reception</p> | <p><b>Reception Reading Skills:</b><br/>         -To be able to further develop vocabulary through stories, play and discussion.<br/>         -To be able to begin to recognise some letters.<br/>         -To be able to retell familiar stories with support.</p> <p><b>Reception aged children will;</b></p> <p>Learn new vocabulary.<br/>         Use new vocabulary throughout the day.<br/>         Ask questions to find out more and to check they understand what has been said to them.<br/>         Engage in storytimes.<br/>         Listen to and talk about stories to build familiarity and understanding.<br/>         Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br/>         Use new vocabulary in different contexts.<br/>         Listen carefully to rhymes and songs, paying attention to how they sound.<br/>         Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br/>         Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>*Taken from Development Matters. Each school will explore different topics throughout the school year at a time that suits their cohorts needs and interests.</p> |                      |                      |                      |                      |                      |
| <p>KS1</p>       | <p>Autumn Term 1</p>  | <p>Autumn Term 2</p> | <p>Spring Term 1</p> | <p>Spring Term 2</p> | <p>Summer Term 1</p> | <p>Summer Term 2</p> |

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| <p>Year 1</p> | <p><b>Year 1 Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To be able to develop pleasure in reading, motivation to read, vocabulary and understanding by</li> <li>To be able to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>To be able to link what they read or hear to their own experiences</li> <li>To be able to become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>To be able to recognise and joining in with predictable phrases</li> <li>To be able to learn appreciate rhymes and poems, and to recite some by heart</li> <li>To be able to discuss word meanings, linking new meanings to those already known</li> <li>To be able to draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>To be able to check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>To be able to discuss the significance of the title and events</li> <li>To be able to make inferences on the basis of what is being said and done</li> <li>To be able to predict what might happen on the basis of what has been read so far</li> <li>To be able to participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>To be able to explain clearly their understanding of what is read to them</li> </ul> |
| <p>Year 2</p> | <p><b>Year 2 Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To be able to listen 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</li> <li>To be able to discuss the sequence of events in books and how items of information are related</li> <li>To be able to become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>To be introduced to non-fiction books that are structured in different ways</li> <li>To be able to recognise simple recurring literary language in stories and poetry</li> <li>To be able to discuss and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>To be able to discuss their favourite words and phrases</li> <li>To be able 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</li> <li>To be able to draw on what they already know or on background information and vocabulary provided by the teacher</li> </ul>   |

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|        | <p>To be able to check that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>To be able to make inferences on the basis of what is being said and done</p> <p>To be able to answer and ask questions</p> <p>To be able to predict what might happen on the basis of what has been read so far</p> <p>To be able to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>To be able to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>   |               |               |               |               |               |
| LKS2   | Autumn Term 1   | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Year 3 | <p><b>Year 3 Reading Skills:</b></p> <p>To be able to listen to and discuss a wide range of fiction, poetry, plays and non-fiction. (NC: reading for pleasure and discussion)</p> <p>To be able to read books with different structures and for different purposes. (NC: reading for a range of purposes)</p> <p>To be able to retell fairy stories, myths and legends orally, identifying key events. (NC: familiar stories, retelling)</p> <p>To be able to recognise simple themes such as good vs evil. (NC: identifying themes)</p> <p>To be able to identify conventions of different text types, e.g., greetings in letters. (NC: conventions of writing)</p> <p>To be able to prepare poems and play scripts to read aloud with intonation and tone. (NC: reading aloud and performing)</p> <p>To be able to discuss words and phrases that capture the reader's imagination. (NC: discussing vocabulary)</p> <p>To be able to recognise different forms of poetry. (NC: recognising forms of poetry)</p> <p>To be able to check that what they read makes sense and explain words in context. (NC: checking understanding, exploring meaning)</p> <p>To be able to ask questions to show understanding of a text. (NC: asking questions to improve understanding)</p> <p>To be able to infer characters' feelings and actions with some evidence. (NC: drawing inferences)</p> |               |               |               |               |               |

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|               | <p>To be able to predict what might happen next based on details in the text. (NC: predicting from details stated and implied)</p> <p>To be able to identify the main idea in a paragraph and summarise it. (NC: summarising key ideas)</p> <p>To be able to identify how language and presentation contribute to meaning. (NC: language, structure and presentation)</p> <p>To be able to retrieve and record information from non-fiction texts. (NC: retrieving and presenting information)</p> <p>To be able to join in discussions about books, listening to what others say. (NC: participating in discussions)</p>  |
| <p>Year 4</p> | <p><b>Year 4 Reading Skills:</b></p> <p>To be able to discuss a wide range of texts, including myths, legends and traditional tales. (NC: reading for pleasure and discussion)</p> <p>To be able to read books for both pleasure and research, selecting appropriately. (NC: reading for a range of purposes)</p> <p>To be able to retell and summarise stories, identifying themes and conventions. (NC: summarising and recognising themes)</p> <p>To be able to recognise and explain common themes such as heroism or magical devices. (NC: identifying themes)</p> <p>To be able to identify conventions of different writing types, e.g., diary entries, instructions. (NC: conventions of writing)</p> <p>To be able to prepare and perform poems and plays with tone, volume and action. (NC: reading aloud and performing)</p> <p>To be able to explain the effect of words and phrases that capture imagination. (NC: discussing vocabulary)</p> <p>To be able to compare different forms of poetry and their features. (NC: recognising forms of poetry)</p> <p>To be able to check understanding across a whole text and clarify vocabulary in context. (NC: checking understanding, exploring meaning)</p> <p>To be able to ask and answer questions that deepen understanding. (NC: asking questions to improve understanding)</p> <p>To be able to infer characters' thoughts, feelings and motives using evidence from the text. (NC: drawing inferences)</p> <p>To be able to predict outcomes based on stated and implied details. (NC: predicting from details stated and implied)</p> <p>To be able to summarise main ideas from across more than one paragraph. (NC: summarising key ideas)</p> <p>To be able to explain how language, structure and presentation contribute to meaning. (NC: language, structure and presentation)</p> <p>To be able to locate, retrieve and present information from non-fiction texts. (NC: retrieving and presenting information)</p> <p>To be able to take part in discussions, taking turns and responding to others' ideas. (NC: participating in discussions)</p> |

| UKS2   | Autumn Term 1   | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| Year 5 | <p><b>Year 5 Reading Skills:</b></p> <p>To be able to read and discuss an increasingly wide range of texts, including modern fiction, poetry and plays. <i>(NC: reading for pleasure and discussion)</i></p> <p>To be able to read books with varied structures for a range of purposes. <i>(NC: reading for a range of purposes)</i></p> <p>To be able to summarise and retell myths, legends and traditional stories in detail. <i>(NC: summarising key ideas, retelling stories)</i></p> <p>To be able to identify and compare themes and conventions across different texts. <i>(NC: identifying themes, comparing within/across books)</i></p> <p>To be able to recognise conventions of writing such as first-person diaries or autobiographies. <i>(NC: conventions of writing)</i></p> <p>To be able to prepare and perform a range of poetry and plays, showing meaning through intonation and tone. <i>(NC: reading aloud and performing)</i></p> <p>To be able to discuss how words and phrases create impact on the reader. <i>(NC: discussing vocabulary, evaluating impact)</i></p> <p>To be able to identify and talk about features of a wider range of poetry. <i>(NC: recognising forms of poetry)</i></p> <p>To be able to check and explain understanding of whole texts, including unfamiliar vocabulary. <i>(NC: checking understanding, exploring meaning)</i></p> <p>To be able to ask questions that clarify and extend understanding. <i>(NC: asking questions to improve understanding)</i></p> <p>To be able to infer characters' motives and justify inferences with evidence. <i>(NC: drawing inferences, justifying)</i></p> <p>To be able to predict what might happen from details both stated and implied. <i>(NC: predicting from details stated and implied)</i></p> <p>To be able to summarise key ideas and details across paragraphs. <i>(NC: summarising key ideas)</i></p> <p>To be able to analyse how language, structure and presentation contribute to meaning. <i>(NC: language, structure and presentation)</i></p> <p>To be able to retrieve, record and present information accurately from non-fiction. <i>(NC: retrieving and presenting information)</i></p> <p>To be able to participate in discussions about texts, building on and challenging ideas courteously. <i>(NC: participating in discussions, providing reasoned justifications)</i></p> |               |               |               |               |               |
| Year 6 | <p><b>Year 6 Reading Skills:</b></p> <p>To be able to read and discuss a wide range of challenging texts, including literature from different cultures and traditions. <i>(NC: reading for pleasure and discussion)</i></p> <p>To be able to select and read books independently for pleasure, study and research. <i>(NC: reading for a range of purposes)</i></p>   |               |               |               |               |               |

To be able to summarise, compare and contrast stories, myths and legends across cultures. (NC: summarising, comparing texts)

To be able to identify, compare and evaluate themes and conventions across a wide range of texts. (NC: identifying themes, comparing and evaluating)

To be able to recognise and analyse conventions of different writing types, including literary heritage texts. (NC: conventions of writing)

To be able to prepare and perform poems and plays with confidence, using tone, volume and action to convey meaning. (NC: reading aloud and performing)

To be able to evaluate the effect of figurative language and choice of vocabulary on the reader. (NC: evaluating impact of language)

To be able to compare and discuss features of poetry, including complex forms. (NC: recognising forms of poetry, comparing features)

To be able to check understanding independently and explain vocabulary in depth using context. (NC: checking understanding, exploring meaning)

To be able to ask and respond to higher-level questions, showing critical engagement with texts. (NC: asking questions to improve understanding)

To be able to infer and explain characters' motives and perspectives with detailed evidence. (NC: drawing inferences, justifying)

To be able to make predictions that are supported by evidence and implied meaning. (NC: predicting from details stated and implied)

To be able to summarise and synthesise key ideas across paragraphs and whole texts. (NC: summarising key ideas, synthesising)

To be able to evaluate how language, structure and presentation shape meaning and impact. (NC: language, structure and presentation, evaluating impact)

To be able to research, retrieve, record and present information effectively from non-fiction. (NC: retrieving and presenting information)

To be able to explain and justify views through discussion, debate and formal presentations. (NC: participating in discussions, providing reasoned justifications)