

## Stage 1-6

### Knowledge, skills and understanding progression map

#### Reading

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
<b>Word Reading</b>	<p>Apply phonic knowledge to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs taught.</p> <p>Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.</p> <p>Read words with the endings -s, -es, -ing, -ed and -est.</p> <p>Read words of more than one syllable which contain GPCs known.</p> <p>Read contractions e.g. I'm, can't, we'll.</p> <p>Know that apostrophes represent omitted letters.</p> <p>Read some phonically-decodable books, closely matched to phonic Knowledge.</p> <p>Read pseudo (alien) words with accuracy,</p>	<p>Apply phonic knowledge and skills consistently to decode quickly and accurately.</p> <p>Decode alternative sounds for graphemes.</p> <p>Read some phonically-decodable books with fluency; sound out unfamiliar words automatically.</p> <p>Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.</p> <p>Read a wider range of common exception words which have been taught, including most words from the YR2 Spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.</p> <p>Read most words without overtly segmenting and blending, once they are familiar.</p>	<p>Read with fluency a range of stage-appropriate text types.</p> <p>Read at a speed sufficient for them to focus on understanding.</p> <p>Read most common exception words by sight, noting unusual correspondence between spelling and sound.</p> <p>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</p> <p>Determine the meaning of new words by sometimes applying knowledge of root words and their prefixes e.g. disagree, misbehave, incorrect.</p> <p>Prepare poems and play scripts to read aloud and perform.</p> <p>Show appropriate intonation and volume when reciting or reading aloud.</p>	<p>Read with fluency a range of stage-appropriate texts.</p> <p>Read at a speed sufficient for them to focus on understanding.</p> <p>Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.</p> <p>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</p> <p>Determine the meaning of new words by sometimes applying knowledge of root words and their prefixes e.g. information, invasion, enclosure, mountainous.</p> <p>Prepare poems and scripts to read aloud and perform.</p> <p>Demonstrate understanding by using</p>	<p>Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</p> <p>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.</p> <p>Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.</p> <p>Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</p>	<p>Fluently and effortlessly read the full range of stage-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</p> <p>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.</p> <p>Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</p>

	including vowel digraphs and trigraphs.			appropriate intonation and volume when reciting or reading aloud.		
<b>Comprehension</b>	<p>Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.</p> <p>Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</p> <p>Link what they read to their own experiences.</p> <p>Recognise and join in with predictable phrases in poems and stories.</p> <p>Appreciate some poems; recite by heart.</p> <p>Discuss the meanings of new words, linking them to words already known.</p> <p>Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.</p> <p>Check that texts make sense when reading; self-correct and re-read inaccurate reading.</p>	<p>Fully engage with reading and take pleasure from books and texts.</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.</p> <p>Listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently.</p> <p>Take account of what others say.</p> <p>Show understanding of texts read independently ; self-correct.</p> <p>Know and retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Make inferences on the basis of what is said and done; predict according to what has been read so far.</p>	<p>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.</p> <p>Listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently.</p> <p>Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their particular characteristics; recognise typical presentational features.</p> <p>Identify themes and conventions in a range of texts e.g. identify a theme of ‘journeys’ or ‘invasion’; recognise the conventions of a fairy story or play; recognise how a non-fiction text is often organised and presented.</p> <p>Recognise some different forms of</p>	<p>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.</p> <p>Listen to, discuss and express views about a wide range of fiction, poetry and plays.</p> <p>Begin to justify comments.</p> <p>Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; recognise typical presentational features.</p> <p>Identify themes and conventions in a range of texts e.g. identify a theme of ‘recycling’ or ‘changes in leisure activities’; recognise the conventions of a myth or play script; know how information is signposted in reference books.</p> <p>Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous;</p>	<p>Read and enjoy a growing repertoire of texts, both fiction and non-fiction. Be familiar with some of the text types specified in the YR 5-6 programme of study.</p> <p>Recommend books they have read to their peers, giving reasons.</p> <p>Discuss and comment on themes and conventions in a variety of genres.</p> <p>Read and recite stage-appropriate poetry which has been learned by heart.</p> <p>Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.</p> <p>Discuss their understanding of the meaning of words in context, finding other words which are similar.</p> <p>Discuss and evaluate how authors use language, including figurative language</p>	<p>Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.</p> <p>Show familiarity with different text types specified in the YR 5-6 programme of study.</p> <p>Recommend books to others, giving reasons for their choices; state preferences.</p> <p>Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.</p> <p>Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.</p> <p>Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.</p>

	<p>Infer on the basis of what is said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to others.</p> <p>Explain clearly their understanding of what is read to them</p>	<p>Discuss and express views about a range of non-fiction texts which are structured in different ways.</p> <p>Discuss and clarify the meaning of new words; discuss favourite words and phrases.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Recite a repertoire of poems learnt by heart, using appropriate intonation</p>	<p>poetry, such as shape poems, free verse or narrative; explain their differences.</p> <p>Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.</p> <p>Predict what might happen from details stated and implied.</p> <p>Explain the meaning of words in context; use a dictionary to check meanings.</p> <p>Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.</p> <p>Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>Identify how language, structure and presentation contribute to meaning e.g. that the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.</p> <p>Discuss words and phrases that capture the reader's interest</p>	<p>explain their differences.</p> <p>Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.</p> <p>Draw comparisons.</p> <p>Predict what might credibly happen from details stated and implied.</p> <p>Explain the meaning of words in context; use a dictionary to check meaning. Check the text makes sense, reading to the punctuation and habitually re-reading.</p> <p>Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes; the different ways to make a cake.</p> <p>Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>Identify how language, structure and presentation contribute to meaning e.g. that</p>	<p>(e.g. simile, imagery) and its effect on the reader.</p> <p>Readily ask questions to enhance understanding.</p> <p>Make comparisons within and across texts e.g. compare two ghost stories.</p> <p>Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions. Distinguish fact from opinion with some success.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Summarise main ideas from more than one paragraph, identifying key details which support these.</p> <p>Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously.</p> <p>Explain what they know or have read, including through formal presentation and debate, using notes where necessary.</p>	<p>Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.</p> <p>During discussion, ask pertinent questions to enhance understanding.</p> <p>Make accurate and appropriate comparisons within and across different texts.</p> <p>Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.</p> <p>Distinguish between fact and opinion.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Identify key details which support main ideas; summarise content drawn from more than one paragraph.</p> <p>Participate in discussion about texts,</p>
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			<p>and imagination.</p> <p>During discussions about texts, ask questions to improve their understanding; take turns and listen to what others have to say.</p>	<p>the word 'threatening' means that a storm is close and could be dangerous; the introduction leads you into the text; each paragraph describes a different character.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.</p>		<p>expressing and justifying opinions, building on ideas and challenging others' views courteously.</p> <p>Explain their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic.</p>
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M1-M9

Knowledge, skills and understanding progression map

Reading

	Engagement	M4	M5	M6	M7	M8	M9
<b>Word Reading</b>					<p>Matches upper and lowercase letters.</p> <p>Names or points to missing parts of pictured objects.</p> <p>Finds their own name when it is written down.</p> <p>Points out and names familiar words or words on advertising logos.</p> <p>Looks at a storybook with written text on their own.</p> <p>Handle and turn pages of a thin paper book with care.</p> <p>Copies an adult's finger moving from left to right along a line of text.</p> <p>Names or uses phonetic sounds for letters of the alphabet.</p> <p>Say a single sound for 10+ graphemes</p> <p>Read words by blending sounds with known graphemes, with help from an adult.</p>	<p>Say a single sound for 20+ graphemes.</p> <p>Read accurately by blending the sounds in words with two and three known graphemes.</p>	<p>Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes.</p> <p>Read accurately by blending sounds in words with up to five known graphemes.</p> <p>Read some common exception words.</p> <p>Read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.</p>

<p><b>Comprehension</b></p>	<p><a href="#">Engagement Model</a> <a href="#">Progression of skills</a></p>	<p>To look at simple picture books, pointing to familiar pictures.</p> <p>Points to or touches 3 pictures in a book when named.</p> <p>Hands a book to an adult to look at together.</p> <p>Sits with an adult to look at a picture book for 2-3 minutes.</p> <p>Finds specific books on request.</p>	<p>To look at a simple story book with an adult for 2-3 minutes.</p> <p>Hands or points to common pictures on request.</p> <p>Shows anticipation about what is going to happen eg. by turning the page.</p> <p>Names common pictures on request (verbally, signed or symbols).</p> <p>Turn pages of a book 2 or 3 at a time to find a named picture.</p> <p>Looks at picture books on their own.</p> <p>Names four items shown in a picture, (verbally, signed or symbols).</p> <p>Finds and points out small details in pictures.</p> <p>Sits with an adult for a simple story, read from a picture book, for 5 minutes.</p> <p>Points to a picture of a common object described by its use.</p> <p>Repeats words or phrases from familiar stories when prompted.</p> <p>Mimes actions and fills in the final word or</p>	<p>Repeats finger plays/songs with words and actions.</p> <p>Indicates correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'</p> <p>Tells what happens next in a simple repetitive story (verbally, signed or symbols).</p> <p>Regularly sits for 5 minutes during regular story session.</p> <p>Puts 3 pictures in sequence of events.</p> <p>Can answer 'why?' questions about events in a simple story. (verbally, signed or symbols).</p>	<p>Sings 5 lines from a song.</p> <p>Selects a book from a range of favourite books for an adult to read.</p> <p>Points out what is wrong in pictures.</p> <p>Retells 5 main facts from a story heard 3 times.</p>	<p>Retell a short sequence of events.</p> <p>Demonstrates understanding e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'</p>	<p>Talk about events in a story and link them to their own experiences.</p> <p>Retell some of the story.</p>
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			<p>familiar word for each line in a familiar song.</p> <p>Sings the first line of a familiar song.</p> <p>Talks about what they can see in busy pictures, photos and cartoons such as the farm, the town and a park scene.</p> <p>Joins in simple rhythmic patterns eg. clapping, stamping.</p>				
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