
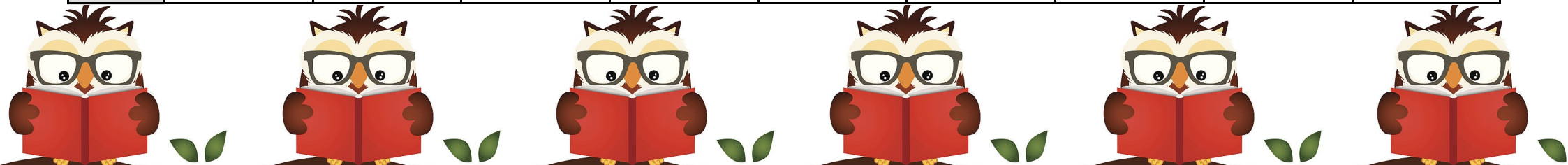



Farnborough Primary School Progression of Knowledge and Skills Reading


 Farnborough Primary School	Decoding / Fluency	Range and familiarity of reading	Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence / Summarise	Questioning
EYFS	<p>I can use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>I can read and understand simple sentences.</p>	<p>I can listen to and discuss poems, stories and non-fiction at a level beyond which I can independently read.</p> <p>I am beginning to link what I hear or read to my own experiences</p> <p>I am becoming very familiar with key stories and traditional tales and can re-tell them through role-play. I can join in with well-known or repeated phrases in stories.</p>	<p>I can talk about books to clarify my thinking, ideas and feelings.</p> <p>E.g. linking to their own experiences.</p>	<p>I can infer meaning about characters' feelings using pictures and verbally link these to my own experience.</p>	<p>I can make suggestions about what might happen next or how a story might end based on events so far.</p> <p>I can innovate stories through role-play and small world play.</p>	<p>I can begin to explain who my favourite character is and why. I can say whether or not I like a story and begin to explain why.</p>	<p>I can answer simple recall questions about stories without pictures or prompts.</p>	<p>I can recall and order key events from the text. I can use a story line or narrative in my role-play and small world play.</p>	<p>With support, I can generate simple questions using who, when, what, how and why.</p>




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<p>Year 1</p>	<p>I can read phonetically decodable texts confidently by blending the sounds and GPC that I have been taught so far – by the end of Year 1 I can read all 40 + phonemes.</p> <p>I have a growing number of words I can read automatically including common suffixes, multisyllabic words and contractions.</p> <p>I am beginning to read using appropriate expression.</p>	<p>I can listen to and can discuss a wide range of poems, stories and non-fiction at a level beyond those which I can independently read.</p> <p>I am beginning to link what they read or hear read to my own experiences</p> <p>I am becoming familiar with key stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>I can recognise and join in with predictable phrases.</p>	<p>I can discuss new word meanings and link them to words I already know.</p>	<p>I can make inferences about characters' feelings using what they say and do to infer basic points with direct reference to the pictures and words in the text.</p>	<p>I can make simple predictions based on the story and on my own life experience. I can begin to explain these ideas verbally or through pictures .</p>	<p>I can say whether or not I like a story, who my favourite character is and explain why. I can begin to make links to my own experiences, other stories and characters.</p>	<p>I can answer questions about what has just happened in a story.</p>	<p>I can retell and order events from the text. I can begin to discuss how events are linked.</p>	<p>I can generate literal recall questions. I know how to ask questions before, during and after reading.</p>


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Year 2	<p>I can read accurately by blending, including alternative sounds for graphemes and multi-syllabic words containing these graphemes. I can read common suffixes and exception words, noting unusual correspondences.</p> <p>I can read at a speed of 90 words per minute accurately without overt sounding and blending.</p> <p>I can demonstrate expression when reading aloud, particularly where characters are speaking in a story.</p>	<p>I listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which I can read independently.</p> <p>I am becoming increasingly familiar with and retelling a wider range of stories and traditional tales.</p> <p>I can recognise simple recurring literary language in stories and poetry.</p>	<p>I can begin to find the meaning of new words using the context of the sentence. I use pictures to help support this skill.</p>	<p>I can make inferences about characters' feelings using what they say and do to infer basic points and begin, with support to pick up on more subtle references.</p>	<p>I can make predictions using my own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<p>I can explain my reasons for story and character preferences and make suggestions for improving a text. I can begin to make links to my own experiences, other stories and characters.</p>	<p>I can explain their understanding of independent reading by answering simple questions about what I have just read. I am beginning to learn the skill of 'skim and scan' to retrieve details.</p>	<p>I can retell and order events from the text. I begin to discuss how events are linked. I am able to focus on the main content of the story.</p>	<p>I can generate literacy recall questions of my own, which go with the text I am reading before, during and after reading. I can use my own question words and begin to be able to change my questions as they progress through the text</p>


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<p>Year 3</p>	<p>I can apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks.</p> <p>I am reading books that are structured in different ways and I am given opportunities to read for a range of purposes across the curriculum.</p> <p>I am increasing my familiarity with a wide range of books and I am able to retell some of these orally.</p> <p>I am beginning to identify themes and conventions in a wide range of books.</p>	<p>I am beginning to find the meaning of new words using substitution within a sentence. I am able to use my growing vocabulary to suggest synonyms.</p>	<p>I can infer characters' feelings, thoughts and motives from their stated actions. I am beginning to justify my opinion by referencing a specific point in the text.</p>	<p>I can use relevant prior knowledge to make predictions and justify them. I know the skill of using details from the text to form further predictions.</p>	<p>I am able to describe which section of the text was the most interesting/exciting and explain my choice making links to prior reading. I can find and copy words and phrases to describe characters, setting and mood. I can begin to identify the structure of a text, how it links and its purpose.</p>	<p>I can use the skill of 'skim and scan' to retrieve details quickly.</p> <p>I am beginning to use quotations from the text.</p>	<p>I am beginning to distinguish between the important and less important information in a text. I am able to give a brief verbal summary of texts that I am familiar with.</p>	<p>I can generate a variety of questions – recall and inferential to help me understand the text further.</p>


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Year 4	<p>I can apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and text-books.</p> <p>I am reading books that are structured in different ways and I am given opportunities to read for a range of purposes across the curriculum.</p> <p>I am increasing my familiarity with a wide range of books and I am able to retell some of these orally.</p> <p>I am beginning to identify themes and conventions in a wide range of books.</p>	<p>I can find the meaning of new words using the context of the sentence. I can also link new words to other words I already know.</p>	<p>I can infer characters' feelings, thoughts and motives from their stated actions. I am beginning to understand the author's use of setting to influence the mood of a text. I am consolidating the skill of justifying my opinion using a specific reference point in the text.</p>	<p>I can use relevant prior knowledge as well as details from the text to form predictions and to justify them. I am beginning to monitor my predictions and compare them with the text as I read on.</p>	<p>I am beginning to recognise the author's use of language affects the readers understanding of character, setting, and mood.</p> <p>I can identify changes in mood across a text.</p> <p>I can recognise structure and purpose and explain why a text is arranged in a particular way.</p>	<p>I can confidently skim and scan texts to record details, using relevant quotes to support my answers to questions.</p>	<p>I can write a brief summary of main points, identifying and using important information.</p>	<p>I can generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help me understand the text further.</p>

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<p>Year 5</p>	<p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology).</p> <p>I can read silently, aloud and with a partner, automatically recognising and grouping words quickly to help me gain meaning from what I read. My reading sounds natural, as if I am speaking.</p>	<p>I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and textbooks.</p> <p>My reading books are structured in different ways and I am given opportunities to read for a range of purposes across the curriculum. I am able to make comparisons within and across books.</p> <p>I am increasing their familiarity with a wide range of books, including myths and legends modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>I am able to identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>I can 'read around the word' and explore meaning in the broader context of a section or paragraph.</p> <p>I can draw on my understanding of the morphology and etymology of language to support my understanding.</p>	<p>I can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point I am making. I am beginning to draw evidence from more than one place across a text.</p>	<p>I can make predictions which are supported by relevant evidence from the text. I can confirm and modify predictions as I read on.</p>	<p>I can explain how content is related and contributes to the meaning as a whole.</p> <p>I am able to describe how the author's use of language affects the readers understanding of character, setting, and mood. I can describe and justify the author's choice of vocabulary and explain how it enhances meaning.</p> <p>I can explain how the themes and patterns develop across a text and how this contributes to the overall experience of reading a text.</p>	<p>I can confidently skim and scan, and use the skill of reading before and after to retrieve information. I can use evidence from across larger sections of text.</p>	<p>I can begin to make connections between information across the text and include this information in my written summaries.</p>	<p>I can actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. I can begin to use adults models of critical thinking skills that take the discussion deeper and beyond the text.</p>

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<p>Year 6</p>	<p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology).</p> <p>I can read silently, aloud and with a partner, automatically recognising and grouping words quickly to help me gain meaning from what I read. My reading sounds natural, as if I am speaking.</p>	<p>I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and textbooks.</p> <p>My reading books are structured in different ways and I am given opportunities to read for a range of purposes across the curriculum. I am able to make comparisons within and across books.</p> <p>I am increasing their familiarity with a wide range of books, including myths and legends modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>I am able to identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>I can 'read around the word' and explore meaning in the broader context of a section or paragraph.</p> <p>I can draw on my understanding of the morphology and etymology of language to support my understanding.</p>	<p>I can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point I am making. I am beginning to draw evidence from more than one place across a text.</p>	<p>I can make predictions which are supported by relevant evidence from the text. I can confirm and modify predictions as I read on.</p>	<p>I can explain how content is related and contributes to the meaning as a whole.</p> <p>I am able to describe how the author's use of language affects the readers understanding of character, setting, and mood. I can describe and justify the author's choice of vocabulary and explain how it enhances meaning.</p> <p>I can explain how the themes and patterns develop across a text and how this contributes to the overall experience of reading a text.</p>	<p>I can confidently skim and scan, and use the skill of reading before and after to retrieve information. I can use evidence from across whole chapters or texts.</p>	<p>I can summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p>	<p>I can actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. I can ask their own critical thinking questions that take the discussion beyond the text.</p>