Kemsing Primary School Skills Progress



Subject Area : English- Reading

Reading lies at the heart of the curriculum at Kemsing Primary. We are dedicated to enabling our pupils to become lifelong readers and we believe reading is key for academic success. By the time children leave Kemsing, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	KnowledgeTo know somephase 2 and phase3 tricky words.SkillsTo be able to say asound for eachletter in thealphabet and atleast 10 digraphs.Read wordsconsistent with theirphonic knowledgeby sound-blending.Read aloud simplesentences andbooks that areconsistent with theirphonic knowledge.VocabularyPhonemeGraphemeBlendingDigraphTrigraphSegmenting	Knowledge To know common exception words for Y1 <u>Skills</u> To be able to apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception	KnowledgeTo know commonexception wordsY1. Phonemestaught in Y1Common exceptionwords Y2.SkillsTo be able tocontinue to applyphonic knowledgeand skills as theroute to decodewords, untilautomatic decodinghas becomeembedded andreading is fluent.Read accurately byblending thesounds in wordsthat contain thegraphemes taughtso far, especiallyrecognisingalternative soundsfor graphemes.	KnowledgeTo knowgraphemes for allphonemes.Common exceptionwords Y1 and Y2.Further exceptionwords meanings ofcommon newwords. Meanings ofwords. Meanings ofwords on the Year3/4 Spelling List.SkillsTo be able to applytheir growingknowledge of rootwords, prefixes andsuffixes (etymology)and morphology) aslisted in Appendix1, both to readaloud and tounderstand themeaning of newwords they meet.Read furtherexception words,	Knowledge To know graphemes for all phonemes. Common exception words Y1 and Y2. Further exception words. Meanings of common new words. Meanings of words on the Year 3/4 Spelling List Skills To be able to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further	KnowledgeTo know meanings of common new words.Meanings of words on the Year 5/6 Spelling List.SkillsTo be able to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.Vocabulary Dictionary Thesaurus Synonyms Antonyms Etymology	KnowledgeTo know meanings of common new words.Meanings of words on the Year 5/6 Spelling List.SkillsTo be able to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.Vocabulary Dictionary Thesaurus Synonyms Antonyms Etymology

	words, noting	Read accurately	noting the unusual	exception words,	
	unusual	words of two or	correspondences	noting the unusual	
	correspondences	more syllables that	between spelling	correspondences	
	between spelling	contain the same	and sound, and	between spelling	
	and sound, and	graphemes as	where these occur	and sound, and	
	where these occur	above. Read words	in the word.	where these occur	
	in the word. Read	containing common		in the word.	
	words containing	suffixes. Read	Vocabulary		
	taught GPCs and –	further common	Prefixes Suffixes	Vocabulary	
	s, – es, –ing, –ed, –	exception words,	Root words	Prefixes Suffixes	
	er and -est endings	noting unusual	Dictionary	Root words	
	Read words with	correspondence	Thesaurus	Dictionary	
	contractions, and	between spelling	Synonyms	Thesaurus	
	understand that the	and sound, and	Antonyms	Synonyms	
	apostrophe	where these occur	,	Antonyms	
	represents the	in the word. Read		,	
	omitted letter(s).	most words quickly			
	Read books aloud,	and accurately,			
	accurately that are	without overt			
	consistent with their	sounding and			
	developing phonic	blending when they			
	knowledge and that	have been			
	do not require them	frequently			
	to use other	encountered. Read			
	strategies to work	aloud books closely			
	out words. Re-read	matched to their			
	these books to build	improving phonic			
	up their fluency and	knowledge,			
	confidence in word	sounding out			
	reading.	unfamiliar words			
	U U	accurately,			
	Vocabulary	automatically and			
	Phoneme	without undue			
	Grapheme	hesitation. Re-read			
	Blending	these books to			
	Digraph	build up their			
	Trigraph	fluency and			
	Segmenting	confidence in word			
		reading.			

			<mark>Vocabulary</mark> Phoneme Grapheme				
			Blending Digraph				
			Trigraph Segmenting				
			Suffix				
Comprehension	Knowledge Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play. Skills Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Vocabulary Fairy tale Traditional tale Fiction Non-fiction	Knowledge To know meanings of familiar words a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently key stories, fairy stories and traditional tales, and their particular characteristics Skills To develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non- fiction at a level beyond that at	SumKnowledgeTo have knowledgeof A wider rangeof stories, fairystories andtraditional tales.Non-fiction booksthat are structuredin different ways. Arepertoire of poemslearnt by heart,appreciating theseand reciting some,with appropriateintonation to makethe meaning clear.SkillsTo be able todevelop pleasure inreading, motivationto read, vocabularyand understandingby:Listening to,discussing andexpressing viewsabout a wide rangeof contemporaryandclassic poetry,	Knowledge To have knowledge of A wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Books that are structured in different ways and reading for a range of purposes. A wide range of books, including fairy stories, myths and legends. Themes and conventions in a wide range of books. Poems and play scripts. Different forms of poetry Skills To be able to develop positive attitudes to reading, and an understanding of what they read, by: Listening to and	Knowledge To have knowledge of A wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, building on and beyond their Year 3 knowledge. Books that are structured in different ways and reading for a range of purposes, building on and beyond their Year 3 knowledge. A wide range of books, including fairy stories, myths and legends, building on and beyond their Year 3 knowledge. Themes and conventions in a wide range of books, building on and beyond their Year 3 knowledge.	Knowledge To have knowledge of An increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Books that are structured in different ways and reading for a range of purposes. A wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Themes and conventions in and across a wide range of writing. A wider range of poems and plays. Skills To be able to maintain positive attitudes to reading	Knowledge To have knowledge of an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks building on and beyond their Year 5 knowledge. Books that are structured in different ways and reading for a range of purposes, building on and beyond their Year 5 knowledge. A wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions, building on and beyond their Year 5 knowledge. Themes and conventions in and across a wide range of writing, building on and beyond their Year 5 knowledge. A wider range of poetry, building
	Explain Order	which they can read independently	stories and non-fiction at a	discussing a wide range of fiction,	and beyond their Year 3 knowledge	and an understanding of what they read by:	on and beyond their Year 5 knowledge. A
	Order	Linking what they	level beyond that at	poetry, plays, non-	Different forms of	Continuing to read and	wider range of poems

	waaal ay baay to the l		finting and	a sature level Process		and alarma had the second
	read or hear to their	which they can	fiction and	poetry, building on	discuss an increasingly	and plays, building on
	own experiences	read	reference books or	and beyond their	wide range of fiction,	and beyond their Year 5
	Becoming very	independently.	textbooks. Reading	Year 3 knowledge	poetry, plays,	knowledge.
	familiar with key	Discussing the	books that are	<u>o</u>	nonfiction and	<u> </u>
	stories, fairy stories	sequence of events	structured in	<u>Skills</u>	reference books or	<u>Skills</u>
	and traditional	in books and how	different ways and	To be able to	textbooks. Reading	To be able to Maintain
	tales, retelling them	items of information	reading for a range	develop positive	books that are	positive attitudes to
	and considering	are related.	of purposes. Using	attitudes to reading,	structured in different	reading and an
	their particular	Becoming	dictionaries to	and an	ways and reading for a	understanding of what
	characteristics	increasingly familiar	check the meaning	understanding of	range of purposes.	they read by: Continuing
		with and retelling a	of words that they	what they read, by:	Increasing their	to read and discuss an
	Recognising and	wider range of	have read.	Listening to and	familiarity with a wide	increasingly wide range
	joining in with	stories, fairy stories	Increasing their	discussing a wide	range of books,	of fiction, poetry, plays,
	predictable phrases	and traditional tales	familiarity with a	range of fiction,	including myths,	nonfiction and reference
	learning to	being introduced to	wide range of	poetry, plays,	legends and traditional	books or textbooks.
	appreciate rhymes	non-fiction books	books, including	nonfiction and	stories, modern fiction,	Reading books that are
	and poems, and to	that are structured	fairy stories, myths	reference books or	fiction from our literary	structured in different
	recite some by	in different ways.	and legends, and	textbooks. Reading	heritage, and books	ways and reading for a
	heart discussing	Recognising simple	retelling some of	books that are	from other cultures and	range of purposes.
	word meanings,	recurring literary	these orally.	structured in	traditions.	Increasing their
	linking new	language in stories	Identifying themes	different ways and	Recommending books	familiarity with a wide
	meanings to those	and poetry.	and conventions in	reading for a range	that they have read to	range of books,
	already known	Discussing and	a wide range of	of purposes. Using	their peers, giving	including myths, legends
	Understand both	clarifying the	books. Preparing	dictionaries to	reasons for their	and traditional stories,
	the books they can	meanings of words,	poems and play	check the meaning	choices. Identifying	modern fiction, fiction
	•	linking new	scripts to read	of words that they	and discussing themes	from our literary
	already read	meanings to known	aloud and to	have read.	and conventions in and	heritage, and books
	accurately and	vocabulary.	perform, showing	Increasing their	across a wide range of	from other cultures and
	fluently and those	Discussing their	understanding	familiarity with a	writing. Making	traditions.
	they listen to by:	favourite words and	through intonation,	wide range of	comparisons within	Recommending books
	drawing on what	phrases.	tone, volume and	books, including	and across books.	that they have read to
	they already know	Continuing to build	action. Discussing	fairy stories myths	Learning a wider range	their peers, giving
	or on background	up a repertoire of	words and phrases	and legends, and	of poetry by heart.	reasons for their
	information and	poems learnt by	that capture the	retelling some of	Preparing poems and	choices. Identifying and
	vocabulary	heart, appreciating	reader's interest	these orally.	plays to read aloud	discussing themes and
	provided by the	these and reciting	and imagination.	Identifying themes	and to perform,	conventions in and
	teacher checking	some, with	Recognising some	and conventions in	showing understanding	across a wide range of
	that the text makes	appropriate	different forms of	a wide range of	through intonation,	writing. Making
	sense to them as	intonation to make	poetry. Understand	books. Preparing	tone and volume so	comparisons within and
		the meaning clear.	what they read, in	poems and play	that the meaning is	across books. Learning
	they read and	Understand both	books they can	scripts to read	clear to an audience.	a wider range of poetry
	correcting	the books that they	read independently,	aloud and to	Understand what they	by heart. Preparing

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	inaccurate reading	can already read	by: checking that	perform, showing	read by: Checking that	poems and plays to read
	discussing the	accurately and	the text makes	understanding	the book makes sense	aloud and to perform,
	significance of the	fluently and those	sense to them,	through intonation,	to them, discussing	showing understanding
	title and events	that they listen to	discussing their	tone, volume and	their understanding	through intonation, tone
	making inferences	by: Drawing on	understanding and	action. Discussing	and exploring the	and volume so that the
	on the basis of what	what they already	explaining the	words and phrases	meaning of words in	meaning is clear to an
	is being said and	know or on	meaning of words	that capture the	context. Asking	audience. Understand
	done predicting	background	in context. Asking	reader's interest	questions to improve	what they read by:
	what might happen	information and	questions to	and imagination.	their understanding.	Checking that the book
	o 11	vocabulary	improve their	Recognising some	Drawing inferences	makes sense to them,
	on the basis of what	provided by the	understanding of a	different forms of	such as inferring	discussing their
	has been read so	teacher. Checking	text. Drawing	poetry. Understand	characters' feelings,	understanding and
	far participate in	that the text makes	inferences such as	what they read, in	thoughts and motives	exploring the meaning of
	discussion about	sense to them as	inferring characters'	books they can	from their actions, and	words in context. Asking
	what is read to	they read and	feelings, thoughts	read independently,	justifying inferences	questions to improve
	them, taking turns	correcting	and motives from	by: Checking that	with evidence.	their understanding.
	and listening to	inaccurate reading.	their actions, and	the text makes	Predicting what might	Drawing inferences such
	what others say	Making inferences	justifying inferences	sense to them,	happen from details	as inferring characters'
	explain clearly their	on the basis of	with evidence.	discussing their	stated and implied.	feelings, thoughts and
	understanding of	what is being said	Predicting what	understanding and	Summarising the main	motives from their
		and done.	might happen from	explaining the	ideas drawn from more	actions, and justifying
	what is read to	Answering and	details stated and	meaning of words	than 1 paragraph,	inferences with
	them.	asking questions.	implied. Identifying	in context. Asking	identifying key details	evidence. Predicting
		Predicting what	main ideas drawn	questions to	that support the main	what might happen from
		might happen on	from more than 1	improve their	ideas. Identifying how	details stated and
	Vocabulary	the basis of what	paragraph and	understanding of a	language, structure	implied summarising the
	Fairy tale	has been read so	summarising these	text. Drawing	and presentation	main ideas drawn from
	Traditional tale	far. Participate in	identifying how	inferences such as	contribute to meaning.	more than 1 paragraph,
	Fiction	discussion about	language, structure,	inferring characters'	Discuss and evaluate	identifying key details
		books, poems and	and presentation	feelings, thoughts	how authors use	that support the main
	Non-fiction	other works that are	contribute to	and motives from	language, including	ideas. Identifying how
	Poem/ poetry Infer/	read to them and	meaning. Retrieve	their actions, and	figurative language,	language, structure and
	inference	those that they can	and record	justifying inferences	considering the impact	presentation contribute
	Explain/	read for	information from	with evidence.	on the reader.	to meaning. Discuss and
	explanation	themselves, taking	non-fiction.	Predicting what	Distinguish between	evaluate how authors
	Retrieve/ retrieval	turns and listening	Participate in	might happen from	statements of fact and	use language, including
	Sequence/ order	to what others say.	discussion about	details stated and	opinion. Retrieve,	figurative language,
		Explain and discuss	both books that are	implied. Identifying	record and present	considering the impact
		their understanding	read to them and	main ideas drawn	information from non-	on the reader.
		of books, poems	those they can read	from more than 1	fiction. Participate in	Distinguish between
		and other material,	for themselves,	paragraph and	discussions about	statements of fact and
		both those that they	taking turns and	summarising these.	books that are read to	opinion. Retrieve, record
		both those that they	laking lunis and	summansing mese.		opinion. Retrieve, record

listen to and those	listening to what	Identifying how	them and those they	and present information
that they read for	others say.	language, structure,	can read for	from non-fiction.
themselves.		and presentation	themselves, building	Participate in
	Vocabulary	contribute to	on their own and	discussions about books
Vocabulary	Fiction Non-	meaning. Retrieve	others' ideas and	that are read to them
Fairy tale	fiction Genre	and record	challenging views	and those they can read
Traditional tale	Fairy story Myth	information from	courteously. Explain	for themselves, building
Fiction	legend	nonfiction.	and discuss their	on their own and others'
Non-fiction	Play, play script	Participate in	understanding of what	ideas and challenging
Poem/ poetry	Poem/ poetry	discussion about	they have read,	views courteously.
Genre	Intonation	both books that are	including through	Explain and discuss
Infer/ inference	Infer/inference	read to them and	formal presentations	their understanding of
Explain/	Explain/	those they can read	and debates,	what they have read,
explanation	explanation	for themselves,	maintaining a focus on	including through formal
Retrieve/ retrieval		taking turns and	the topic and using	presentations and
Sequence/ order		listening to what	notes where	debates, maintaining a
		others say.	necessary. Provide	focus on the topic and
			reasoned justifications	using notes where
		Vocabulary Fiction	for their views.	necessary. Provide
		Non-fiction Genre		reasoned justifications
		Fairy story Myth	Vocabulary	for their views.
		legend Play, play	Fiction Non-fiction	
		script Poem, poetry	Genre Fairy story Myth	Vocabulary
		Intonation Infer,	egend Play, Play script	Fiction Non-fiction
		inference Explain,	Poem, poetry	Genre Fairy story Myth
		explanation	Intonation Justify,	legend Play, play script
		Retrieve, retrieval	justification Fact	Poem, poetry Intonation
		Summarise,	Opinion Figurative	Justify, justification Fact
		summary	language Implied,	Opinion Figurative
			implication Context	language Implied,
			Effect Infer, inference	implication Context
			Explain, explanation	Effect Infer, inference
			Retrieve, retrieval	Explain, explanation
			Summarise, summary	Retrieve, retrieval
			,	Summarise, summary