

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	<p>Knowledge To know some phase 2 and phase 3 tricky words.</p> <p>Skills To be able to say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge.</p> <p>Vocabulary Phoneme Grapheme Blending Digraph Trigraph Segmenting</p>	<p>Knowledge To know common exception words for Y1</p> <p>Skills To be able to apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of 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</p>	<p>Knowledge To know common exception words Y1. Phonemes taught in Y1 Common exception words Y2.</p> <p>Skills To be able to continue to apply phonic knowledge and skills as the route to decode words, until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p>	<p>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.</p> <p>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 exception words,</p>	<p>Knowledge To know graphemes for all phonemes. Common exception words Y1 and Y2. Further exception words. Meanings of words on the Year 3/4 Spelling List</p> <p>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</p>	<p>Knowledge To know meanings of common new words. Meanings of words on the Year 5/6 Spelling List.</p> <p>Skills To 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.</p> <p>Vocabulary Prefixes Suffixes Root words Dictionary Thesaurus Synonyms Antonyms Etymology</p>	<p>Knowledge To know meanings of common new words. Meanings of words on the Year 5/6 Spelling List.</p> <p>Skills To 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.</p> <p>Vocabulary Prefixes Suffixes Root words Dictionary Thesaurus Synonyms Antonyms Etymology</p>

		<p>words, noting unusual correspondences between spelling and sound, and where these occur in the word. Read words containing taught GPCs and – s, – es, –ing, –ed, – er and –est endings. Read words with contractions, and understand that the apostrophe represents the omitted letter(s). Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.</p> <p>Vocabulary Phoneme Grapheme Blending Digraph Trigraph Segmenting</p>	<p>Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes. Read further common exception words, noting unusual correspondence between spelling and sound, and where these occur in the word. Read most words quickly and accurately, without overt blending when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading.</p>	<p>noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Vocabulary Prefixes Suffixes Root words Dictionary Thesaurus Synonyms Antonyms</p>	<p>exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Vocabulary Prefixes Suffixes Root words Dictionary Thesaurus Synonyms Antonyms</p>		
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			Vocabulary 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 Explain Order	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 which they can read independently Linking what they	Knowledge To have knowledge of... A wider range of stories, fairy stories and traditional tales. Non-fiction books that are structured in different ways. A repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Skills To be able to... develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at	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 discussing a wide range of fiction, poetry, plays, non-	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. Poems and play scripts, building on and beyond their Year 3 knowledge. Different forms of	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 poetry. A wider range of poems and plays. Skills To be able to... maintain positive attitudes to reading and an understanding of what they read by: Continuing to read and	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 on and beyond their Year 5 knowledge. A wider range of poems

		<p>read or hear to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting</p>	<p>which they can read independently. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways. Recognising simple recurring literary language in stories and poetry. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Understand both the books that they</p>	<p>fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words that they have read. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry. Understand what they read, in books they can read independently,</p>	<p>poetry, building on and beyond their Year 3 knowledge Skills To be able to... develop positive attitudes to reading, and an understanding of what they read, by: Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words that they have read. Increasing their familiarity with a wide range of books, including fairy stories myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to</p>	<p>discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with 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. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Understand what they</p>	<p>and plays, building on and beyond their Year 5 knowledge. Skills To be able to... Maintain positive attitudes to reading and an understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with 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. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. Preparing</p>
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		<p>inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.</p> <p>Vocabulary Fairy tale Traditional tale Fiction Non-fiction Poem/ poetry Infer/ inference Explain/ explanation Retrieve/ retrieval Sequence/ order</p>	<p>can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Making inferences on the basis of what is being said and done. Answering and asking questions. Predicting what might happen on the basis of what has been read so far. 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. Explain and discuss their understanding of books, poems and other material, both those that they</p>	<p>by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and</p>	<p>perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry. Understand what they read, in books they can read independently, by: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than 1 paragraph and summarising these.</p>	<p>read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books that are read to</p>	<p>poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Understand what they read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record</p>
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			<p>listen to and those that they read for themselves.</p> <p>Vocabulary Fairy tale Traditional tale Fiction Non-fiction Poem/ poetry Genre Infer/ inference Explain/ explanation Retrieve/ retrieval Sequence/ order</p>	<p>listening to what others say.</p> <p>Vocabulary Fiction Non-fiction Genre Fairy story Myth legend Play, play script Poem/ poetry Intonation Infer/inference Explain/ explanation</p>	<p>Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from nonfiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Vocabulary Fiction Non-fiction Genre Fairy story Myth legend Play, play script Poem, poetry Intonation Infer, inference Explain, explanation Retrieve, retrieval Summarise, summary</p>	<p>them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.</p> <p>Vocabulary Fiction Non-fiction Genre Fairy story Myth legend Play, Play script Poem, poetry Intonation Justify, justification Fact Opinion Figurative language Implied, implication Context Effect Infer, inference Explain, explanation Retrieve, retrieval Summarise, summary</p>	<p>and present information from non-fiction. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.</p> <p>Vocabulary Fiction Non-fiction Genre Fairy story Myth legend Play, play script Poem, poetry Intonation Justify, justification Fact Opinion Figurative language Implied, implication Context Effect Infer, inference Explain, explanation Retrieve, retrieval Summarise, summary</p>
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