

Reading New Knowledge Progression Document

Component 1: Know how to read for pleasure and to develop vocabulary

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Meaning of words (at an appropriate level)						
Listen to a class story and talk about how it links to their own experiences	Listen to a class story and give their opinion	Listen to a class story and talk about how it links to other books, referring to the characteristics of the text (e.g. characters, events, structure)	Listen to various texts (class story, plays, reference books and textbooks) and respond appropriately			

Component 2: Know how to decode and sight read words

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Know phonemes and graphemes up to phase 4 to decode regular words up to yellow book band	Know phonemes and graphemes up to phase 6 to decode words up to orange book band	Know phonemes and graphemes to decode automatically and read fluently up to white book band				
Know all HFW up to and including phase 4	Know all HFW up to and including phase 6					

Know common irregular words/tricky words up to and including phase 4	Know common irregular words/tricky words up to and including phase 6 (See NC appendix 1:Y1)	Know common exception words (See NC appendix 1:Y2)	Know common exception words (See NC appendix 1:Y3/4)		Know common exception words (See NC appendix 1:Y5/6)	
	Know words that follow a pattern from NC appendix 1: Y1/2 (see Y1 word list)	Know words that follow a pattern from NC appendix 1: Y1/2 (see Y2 word list)	Know words that follow a pattern from NC appendix 1: Y3/4 (see Y3 word list)	Know words that follow a pattern from NC appendix 1: Y3/4 (see Y4 word list)	Know words that follow a pattern from NC appendix 1: Y5/6 (see Y5/6 word list)	
	Know words with contractions and understand that the apostrophe represents the omitted letter(s)					
Use reading strategies to read books within phase 4 texts aloud	Use reading strategies to read books within phase 6 texts aloud	Use reading strategies to read books within white book band aloud	Use reading strategies to read books within brown book band aloud	Use reading strategies to read books within grey book band aloud	Use reading strategies to read books within dark blue book band aloud	Use reading strategies to read books within dark red book band aloud
Use reading strategies to read aloud their own single-clause sentences and phrases	Use reading strategies to read aloud their writing	Use reading strategies and appropriate intonation to read aloud their writing				Orally compose précis of own writing

Use reading strategies to self-correct inaccurate reading within phase 4 texts	Use reading strategies to self-correct inaccurate reading within phase 6 texts	Use reading strategies to self-correct inaccurate reading (white book band)	Use reading strategies to self-correct inaccurate reading (brown book band)	Use reading strategies to self-correct inaccurate reading (grey book band)	Use reading strategies to self-correct inaccurate reading (dark blue book band)	Use reading strategies to self-correct inaccurate reading (dark red book band)
---	---	--	--	---	--	---

Component 3: Know how to question

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Know the answers to questions to show their understanding of what has been read to them (Bloom's taxonomy)	Know the answers to questions to show their understanding of what has been read based on the text and referring to a specific section (Bloom's taxonomy)					
Create own questions to show understanding of what has been read						

Component 4: Know how to visualise

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Identify words that describe a character and/or setting of a story, e.g. adjectives such as happy, surprised, scary	Identify phrases that describe a character and/or setting of a story, e.g. noun phrases and adjectives such as 'the woods are deep, dark and scary' 'the witch has a tall, pointy hat'	Identify language features: <ul style="list-style-type: none"> similes extended similes that the author has used and the intended impact on the reader	Identify language features: <ul style="list-style-type: none"> alliteration 	Identify language features: <ul style="list-style-type: none"> onomatopoeia metaphors personification 	Identify language features: <ul style="list-style-type: none"> inference techniques questions that draw the reader in 	

Component 5: Know how to clarify

Reception	Y1	Y2	Y3	Y4	Y5	Y6
		<p>Know what opinion and fact means</p> <p>'A fact is something that is known to be true. An opinion is a view or what someone thinks about something'</p>	<p>Identify facts and opinions in text, e.g. 'it is a fact that the tower was built in March and it is the author's opinion that it was ugly and bad for the surrounding area'</p> <p>Identify if a statement is true or false about the text</p>			
Express if they like or dislike a text, e.g. 'I like the story because it is funny'		<p>Give an opinion about something from the text e.g. a character</p> <p>For example, 'I think that Steve Irwin is brave because [reference to text]'</p>			<p>Evaluate and establish a viewpoint about a text, referring to relevant parts to support an opinion, e.g. 'The author thinks that the building of the tower is a bad decision because [reference to text]. He has this opinion because he is an environmentalist and considers the effects on the environment'</p>	
Know what fiction and non-fiction means	<p>Identify the structural and presentational features that the author has used to discuss how items of information are related, e.g. 'the text is about a pirate so there is a box of facts about the pirate that give us more information'</p>		<p>Identify the structural and presentational features that the author has used and the intended impact on the reader, e.g. 'the author has used bullet points to present this information so it is quick and easy to read'</p>			

Component 6: Know how to predict and infer

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Identify key vocabulary that tells us how a character is feeling, e.g. 'he is happy because he is smiling in the picture'	Identify key vocabulary (phrases) from the text to justify how a character is feeling, e.g. 'he is happy because he won the prize'		Identify key vocabulary from the text that justify a character's <ul style="list-style-type: none"> thoughts motives from their actions e.g. 'it says he had a ball of fire in his head so I know he is feeling angry about the children asking him lots of questions'		Identify key vocabulary from the text to justify how the author may vary action, dialogue and description to affect the perception of a character, e.g. 'the author wants us to feel scared of him so he uses metaphor to compare him to a monstrous creature'	Identify key vocabulary from the text to justify how the author may use their point of view to have an effect on the reader's opinion of a character or issue, e.g. 'the author is using emotive language to persuade the reader to reduce their use of plastic'
What has been read so far to make a prediction						

Component 7: Know how to summarise

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Identify the main idea of the text using picture cues and title, e.g. 'it is about pets'	Identify the main idea of the text using key words and phrases, e.g. 'this story is about a boy who finds magic beans that grow into a magic beanstalk'		Summarise more than one paragraph, e.g. 'Iron Man arrives at the beach and falls off the cliff'		Summarise the main idea using quotations from the text Compare texts (using quotations to back up an argument) e.g. 'story A begins with a boy arriving in a scary, mysterious setting [quotations] which is similar to the start of story B which also begins with the character arriving in a dark setting [quotations]'	
	Sequence the events in order to retell the story		Sequence the events using inference, e.g. infer from the text that 'gobble' means 'to eat' in order to sequence events			
Retell a familiar story with predictable phrases (orally), e.g. 'we're going on a bear hunt...'	Identify characteristics of traditional tales, e.g. good and bad characters, magical elements, happy ending	Identify simple recurring literary language, e.g. once upon a time and happily ever after	Identify themes and conventions across a wide range of books including fairy stories, myths and legends e.g. narrative conventions: characters, plot devices themes: good overcomes evil, explaining natural occurrences, morals, relationships			

Component 8: Know how to read and recite poetry

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Know the nursery rhymes: <ul style="list-style-type: none">• Humpty Dumpty• Baa Baa Black Sheep• Twinkle Twinkle• Hickory Dickory Dock• Five Little Ducks	Recite 1 new poem and previously learnt poems (see year group literature lists)					