



Progression of Skills and Knowledge for Reading

Word reading

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Begins to read words and simple sentences.</p> <p>Children read and understand</p>	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words that have been taught, noting unusual</p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far.</p> <p>Read words containing common suffixes.</p> <p>Read aloud books closely matched to their improving phonic</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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>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>



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<p>simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p>	<p>correspondences between spelling and sound and where these occur in the word.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read books to build up their fluency and confidence in word reading.</p> <p>Read other words of more than one syllable that contain taught GPCs Read words containing</p>	<p>knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Re-read books to build up their fluency and confidence in word reading.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been</p>				
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	<p>taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).</p>	frequently encountered.				
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Clarity, Themes and Conventions						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Enjoys an increasing range of books.</p> <p>Listens to stories with increasing</p>	<p>Become very familiar with key stories, fairy stories and traditional tales.</p> <p>Begin to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discuss the significance of the title and events.</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Become increasingly familiar with and</p>	<p>Read books that are structured in different ways and show some awareness of the various purposes for reading.</p> <p>Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal</p>	<p>Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the ‘power of 3’ (3 wishes, 3</p>	<p>Identify and discuss themes and conventions in a wide range of writing e.g. ‘heroism’ or ‘loss’.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Discuss and evaluate how</p>	<p>Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p>



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<p>attention and recall.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	<p>Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them.</p> <p>Understand the difference between fiction and non-fiction.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Understand both the books they can already read accurately and</p>	<p>retell a wider range of stories, fairy stories and traditional tales.</p> <p>Read non-fiction books that are structured in different ways.</p> <p>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting.</p> <p>Understand both the books they can already read accurately and fluently, and those they listen to.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales.</p> <p>Identify and name presentational devices in non-fiction.</p> <p>Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally.</p> <p>Can explore and discuss underlying themes and ideas.</p> <p>Ask questions to improve their understanding of a text.</p>	<p>characters, 3 words in a slogan).</p> <p>Identify how a range of presentational devices guide the reader in non-fiction.</p> <p>Identify features that characterise books set in different cultures or historical settings.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Make links between texts and to the wider world.</p> <p>Ask questions to improve their understanding of a text.</p>	<p>authors use language, including figurative language, considering the impact on the reader.</p> <p>Identify how presentational and organisational choices vary according to the form and purpose of the writing.</p> <p>Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Explain and discuss their understanding of what they have read, through formal</p>	<p>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words.</p> <p>Make comparisons within and across books.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Recognise texts that contain features from more than one genre, or demonstrate shifts in formality.</p> <p>Explain and justify how texts relate to audience, purpose, time and culture, and refer to</p>
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	<p>fluently, and those they listen to.</p> <p>Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Can seek out books around a simple theme or topic.</p>	<p>Draw on what they already know or on background information and vocabulary, provided by the teacher.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>presentations and debates, maintaining a focus on the topic.</p>	<p>specific aspects of a text that exemplify this.</p> <p>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>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.</p>
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**VIPERS: Vocabulary (language and effect)**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
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<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Recognise and join in with predictable phrases. Identify how repetitive patterns, words and phrases aid their enjoyment of the text.</p> <p>Read aloud their own writing clearly enough to be heard by their peers and the teacher.</p>	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum).</p> <p>Discuss favourite words and phrases Identify how vocabulary choice affects meaning.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss the effect of specific language on the reader Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum).</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader.</p> <p>Show understanding through intonation, tone, volume and action when performing poems and play scripts.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience.</p> <p>Discuss and evaluate the intended impact of the language used with reference to the text.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing).</p>	<p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience.</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Compare and discuss accounts of the same event through different character viewpoints.</p> <p>Explore a similar theme or topic</p>
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				<p>clear (Yr 4 writing National curriculum).</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Use a thesaurus.</p>	<p>written in a different genre.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing).</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Use a thesaurus.</p>
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### VIPERS: Inference

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>They demonstrate understanding</p>	<p>Predict what might happen on the basis of what has been read so far.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Predict what might happen on the basis of what has been read so far and their own experience.</p> <p>Make inferences on the basis of what is</p>	<p>Predict what might happen from details stated and implied.</p> <p>Draw plausible inferences, often supported through</p>	<p>Predict what might happen from details stated and implied.</p> <p>Draw sound inferences, supported through</p>	<p>Predict what might happen from details stated and implied.</p> <p>Draw inferences such as inferring characters' feelings, thoughts</p>	<p>Predict what might happen from details stated and implied.</p> <p>Draw inferences such as inferring characters' feelings, thoughts</p>



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when talking with others about what they have read.		being said and done.  Make simple inferences about characters' thoughts and feelings and reasons for actions.	reference to the text.  Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions.  Justify inferences with evidence.	reference to the text.  Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence.  Infer underlying themes and ideas.	and motives from their actions, and justifying inferences with evidence.  Make links between the authors' use of language and the inferences drawn.	and motives from their actions, and justifying inferences with evidence.  Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation).  Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative.
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<b>VIPERS: Predict</b>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Answer the questions: 'What might happen next?'	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far and their own experience.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.





VIPERS: Explain (Responding)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.</p> <p>Ask questions and express opinions about main events and characters in stories.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</p>	<p>Participate in discussions 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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks.</p> <p>Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>Begin to use vocabulary from the text to support responses and explanations.</p> <p>Use specific vocabulary and ideas expressed in the text to support own views.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>Use specific vocabulary, and ideas expressed in the text, to support own responses.</p>	<p>Recommend books that they have read, giving reasons for their choices.</p> <p>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.</p> <p>Provide reasoned justifications for their views.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and</p>	<p>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.</p> <p>Make comparisons within and across books.</p> <p>Provide reasoned justifications for their views.</p> <p>Evaluate how successfully the organisation of a text supports the writer’s purpose.</p> <p>Explain and discuss their understanding</p>



					<p>debates, maintaining a focus on the topic and using notes where necessary. Identify and explain the author's point of view with reference to the text</p> <p>Make comparisons within and across books.</p>	<p>of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>
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### VIPERS: Retrieve and select

EYF5	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates.</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Find key points in a story or some key facts from an information text.</p>	<p>Answer questions.</p> <p>Extract information from the text and discuss orally with reference to the text.</p>	<p>Uses text features to locate information e.g. contents, indices, subheadings.</p> <p>Locate and retrieve information using skimming, scanning and text marking.</p> <p>Begin to recognise fact and opinion.</p>	<p>Retrieve and record information from non-fiction.</p> <p>Recognise and distinguish between fact and opinion.</p>	<p>Retrieve, record and present information from non-fiction.</p> <p>Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen.</p> <p>Extract information and make notes using quotations</p>	<p>Retrieve, record and present information from non-fiction.</p> <p>Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words.</p>



			Retrieve and record information from non-fiction.  Extract information and make notes.		and reference to the text.	
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### VIPERS: Summarise

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p>	<p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Recall the main points of a narrative in the correct sequence.</p>	<p>Identify and discuss the main events or key points in a text.</p> <p>Retell a story clearly and with appropriate detail.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Identify or provide own synonyms for specific words within the text.</p>	<p>Show understanding of the main points drawn from one paragraph.</p> <p>Show understanding of the main points drawn from more than one paragraph.</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text.</p>	<p>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context.</p> <p>Distinguish between statements of fact and opinion and understand why this is important to interpreting the text.</p> <p>Identify main ideas drawn from more than one paragraph identifying the key</p>	<p>Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers.</p> <p>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas.</p> <p>Produce a succinct summary, paraphrasing the main ideas from</p>



					details that support the main ideas.	across the text or a range of sources.
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Evidence for greater depth						
<p>Children listen attentively with sustained concentration to follow a story without pictures or props.</p> <p>After listening to stories, children can express views about events or characters in the story and answer questions about why things happened.</p> <p>Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand</p>	<p>There is no specific national guidance for working at greater depth for Years 1, 3, 4, 5. However, at Elvington, we would use some of the following to begin to assess for greater depth in these year groups:</p> <p>Book band reading KS1 purple or above by the end of the academic year.</p> <p>Evidence that children are applying this standard of reading across other areas of their learning.</p>	<p>The pupil can, in a book they are reading independently:</p> <ul style="list-style-type: none"> <li>• make inferences on the basis of what is said and done independently</li> <li>• make a plausible prediction about what might happen on the basis of what has been read so far</li> <li>• make links between the book they are reading and other books they have read</li> </ul> <p>Visit <a href="https://assets.publishing.service.g">https://assets.publishing.service.g</a></p>	<p>There is no specific national guidance for working at greater depth for Years 1, 3, 4, 5. However, at Elvington, we would use some of the following to begin to assess for greater depth in these year groups:</p> <p>Book band reading KS2 green or above by the end of the academic year.</p> <p>Evidence that children are applying this standard of reading across other areas of their learning.</p> <p>Children are applying their knowledge</p>	<p>There is no specific national guidance for working at greater depth for Years 1, 3, 4, 5. However, at Elvington, we would use some of the following to begin to assess for greater depth in these year groups:</p> <p>Book band reading KS2 blue or above by the end of the academic year.</p> <p>Evidence that children are applying this standard of reading across other areas of their learning.</p> <p>Children are applying their knowledge consistently,</p>	<p>There is no specific national guidance for working at greater depth for Years 1, 3, 4, 5. However, at Elvington, we would use some of the following to begin to assess for greater depth in these year groups:</p> <p>Book band reading KS2 brown or above by the end of the academic year.</p> <p>Evidence that children are applying this standard of reading across other areas of their learning.</p> <p>Children are applying their</p>	<p>Read a wide range of challenging texts across the full range of genres.</p> <p>Discuss how characters change and develop through a text by drawing on indirect clues.</p> <p>Book band reading as a KS2 free reader by the end of the academic year.</p> <p>Evidence that children are applying this standard of reading across other areas of their learning.</p> <p>Children are applying their knowledge consistently,</p>



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<p>unfamiliar vocabulary.</p> <p>They can describe the main events in the simple stories they have read.</p>	<p>Children are applying their knowledge consistently, confidently and fluently.</p> <p>Children are beginning to use the next year group's word reading objectives.</p> <p>Being able to explain their thought process confidently and justify answers</p> <p>Some evidence taken from reading test scores</p> <p>Moderate these children's reading across school and/or within the cluster</p>	<p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/762971/2018_key_age_1_teacher_assessment_exemplification_greater_depth.pdf">ov.uk/government/uploads/system/uploads/attachment_data/file/762971/2018_key_age_1_teacher_assessment_exemplification_greater_depth.pdf</a> for Y2 reading exemplification details on the above.</p> <p>Book band reading KS1 lime or above by the end of the academic year.</p> <p>Evidence that children are applying this standard of reading across other areas of their learning.</p> <p>Children are applying their knowledge consistently,</p>	<p>consistently, confidently and fluently.</p> <p>Children are beginning to use the next year group's word reading objectives.</p> <p>Being able to explain their thought process confidently and justify answers.</p> <p>Some evidence taken from reading test scores.</p> <p>Moderate these children's reading across school and/or within the cluster.</p>	<p>confidently and fluently.</p> <p>Children are beginning to use the next year group's word reading objectives.</p> <p>Being able to explain their thought process confidently and justify answers.</p> <p>Some evidence taken from reading test scores.</p> <p>Moderate these children's reading across school and/or within the cluster.</p>	<p>knowledge consistently, confidently and fluently.</p> <p>Children are beginning to use the next year group's word reading objectives.</p> <p>Being able to explain their thought process confidently and justify answers.</p> <p>Some evidence taken from reading test scores.</p> <p>Moderate these children's reading across school and/or within the cluster.</p>	<p>confidently and fluently.</p> <p>Children are beginning to use the next year group's word reading objectives.</p> <p>Being able to explain their thought process confidently and justify answers.</p> <p>Much evidence taken from reading test scores (Greater depth usually approximately 40/41 out of 50).</p> <p>Moderate these children's reading across school and/or within the cluster.</p>
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		<p>confidently and fluently.</p> <p>Children are beginning to use the next year group's word reading objectives.</p> <p>Being able to explain their thought process confidently and justify answers.</p> <p>Some evidence taken from reading test scores.</p> <p>Moderate these children's reading across school and/or within the cluster.</p>				
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