

Reading Knowledge Progression Framework

Disciplinary Knowledge

	F2	Year 1	Year 2	Year 3
Decoding Text	Read simple words and sentence by:	Read phonically decodable texts accurately by:	Read texts closely matched to their phonic knowledge accurately by:	Read age-appropriate text accurately by:
	<ul style="list-style-type: none"> • matching sounds to letters and graphemes. • recognising some whole words including their name and some common exception words. • sounding and blending most words. 	<ul style="list-style-type: none"> • applying phonic knowledge and skills as the route to decode words. • responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • reading common exception 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. • reading other words of more than one syllable that contain taught GPCs. • reading words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s). 	<ul style="list-style-type: none"> • continuing to apply phonic knowledge and skills as the route to decode words until automatically decoding has become embedded and reading is fluent. • reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • reading accurately words of two or more syllables that contain the same graphemes as above. • reading words containing common suffixes. • reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> • 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 • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Developing reading fluency by:

- re-reading familiar text
- pointing to and looking carefully at each word as they read and knowing a full stop shows the end of the sentence.
- re-reading words, phrases and sentences that required some sounding out on the first read.

- reading 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
- re-reading words, phrases and sentences that required some sounding out on the first read.
- looking carefully at each word without pointing to be able to read phrases at a good pace with appropriate expression.

- reading most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- reading aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- independently re-reading words, phrases and sentences when the text requires further decoding.
- recognising and knowing how to use punctuation (., "" ! ?) to read longer phrases at a good pace with appropriate expression and intonation.

- independently re-reading text that required some slow decoding or when the text doesn't make sense to them.
- using a wider range of punctuation to read texts at a good pace, with appropriate intonation and expression.
- reading silently most of the time.

Comprehension

Develop the language and vocabulary needed to understand text by:

- experiencing story language and rhyme and using it in play.
- discussing unfamiliar vocabulary with an adult
- reciting the alphabet and recognising the letters in order

- discussing possible meanings of unfamiliar words and phrases
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics
- recognising and joining in with predictable phrases

- considering if their understanding of a word or phrase makes sense in the text and explaining how they know
- using simple dictionaries and glossaries to find the meaning of unfamiliar words they meet when reading
- 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 alternative meanings of words and phrases and choosing the most appropriate
- knowing how to use the quartiles of the dictionary to locate and find out the meaning of unfamiliar words they have read
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Understand texts they can read and those they listen to by:

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| <ul style="list-style-type: none">• talking with an adult about how the text links to their own experiences or to other stories they have heard.• noticing when they hear something they don't understand and asking an adult to explain.• drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way.• talking with an adult about what has happened in a story. | <ul style="list-style-type: none">• discussing relevant background knowledge (what they have done/ seen/ heard) and information from the teacher.• discussing with an adult and their peers what the text made them wonder and making sensible predictions based on what they know and what has been read so far.• noticing when they read a word or phrase they don't understand and asking an adult, or their peers to explain.• joining ideas in the text and drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way.• retelling a story in sequence, giving the main events. | <ul style="list-style-type: none">• using relevant background knowledge (what they have done/ seen/ heard) or information from the teacher.• wondering and asking themselves questions when reading or as they listen to text and predicting what might happen based on what has been read so far.• noticing when they read a word or phrase they don't understand and knowing what they can do to help them understand e.g. re-reading, reading on, using the context.• by joining ideas in the text to make inferences about characters' feelings and actions and checking on these assumptions by drawing on their background knowledge.• drawing together information from across several sentences to summarise what is known about a character, event or idea. | <ul style="list-style-type: none">• drawing on background knowledge to identify themes in a text• asking themselves questions and making sensible predictions as they read from information stated and implied• noticing when they encounter parts of the text they do not understand and actively using a range of strategies to support their understanding• integrating information from different parts of the text as they read and knowing when and how to relate their background knowledge to the text to explain characters' motives, feelings and attitudes.• Considering their thinking and explaining how they arrived at their assumptions• identifying main ideas drawn from more than one paragraph and summarising these• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |
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	Develop a positive attitude to reading by:			
Responding to Text	<ul style="list-style-type: none"> listening to a range of stories and rhymes. choose from a wide range of texts. talking about their favourite books and stories. 	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, non-fiction texts and stories including fairy stories and traditional tales. discussing books they have read with their peers and teacher 	<ul style="list-style-type: none"> listening to and discussing a wide range of contemporary and classic poetry, non-fiction and stories including a wider range of stories, fairy stories and traditional tales. discussing books they have read and considering why others might want to read them. 	<ul style="list-style-type: none"> reading, listening to, discussing, and retelling a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends. reading books by authors they have not met before and considering why others might want to read them
	Show their understanding of texts they have heard and read by:			
	<ul style="list-style-type: none"> talking with an adult about their favourite part of a story participating in role play of familiar stories answering 'how' and 'why' questions about their experiences and in response to stories. 	<ul style="list-style-type: none"> talking with peers, taking turns and listening to others, about what they like or dislike about a text using role play to explore the characters and themes of texts including fairy stories and traditional tales answering questions in discussion with an adult including making simple inferences 	<ul style="list-style-type: none"> participating in guided discussions about books, poems, and other texts, explaining and discussing their understanding and considering the opinions of others using discussion, role play and other drama techniques to explore themes of texts explaining and discussing their understanding of a text and answering literal and inferential questions 	<ul style="list-style-type: none"> participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends retrieving and recording significant information in fiction and non-fiction texts and using this to answer literal and inferential questions
Analysing Text	Discuss and evaluate how authors use language structures and presentation by:			
	<ul style="list-style-type: none"> noticing and talking with an adult about interesting words and phrases in text read to them 	<ul style="list-style-type: none"> talking to adults and their peers about interesting words and phrases in texts read to them 	<ul style="list-style-type: none"> recognising and talking about literary language in stories and poetry and discussing words and phrases that interest them 	<ul style="list-style-type: none"> discussing how words and phrases capture the reader's interest and imagination