

Whitchurch Reading Knowledge and Progression			
	Key stage / Year group age appropriate	What is expected?	Cohort Analysis
1	Pre Key Stage Standard 1 (YR)	Comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): <ul style="list-style-type: none"> • indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?' • show anticipation about what is going to happen (e.g. by turning the page) • join in with some actions or repeat some words, rhymes and phrases when prompted 	
2	Pre Key Stage Standard 2 (YR)	Word reading The pupil can: <ul style="list-style-type: none"> • identify that print carries meaning and is read from left to right • hear and say a single sound for 10+ graphemes • read words by blending sounds with known graphemes, with help from their teacher. • read targeted HFW • recognise and read simple words and signs, such as their own name and logos Comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): <ul style="list-style-type: none"> • demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' • join in with predictable phrases or refrains 	
3	Pre Key Stage Standard 3 (YR)	Word reading The pupil can: <ul style="list-style-type: none"> • hear and say a single sound for 20+ graphemes • read accurately by blending the sounds in words with two and three known graphemes. • read targeted HFW words • begin to read words and simple sentences Comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): <ul style="list-style-type: none"> • respond to questions that require simple recall • recount a short sequence of events (e.g. by sequencing images or manipulating objects). • describe some main events, the setting and characters 	

4	(YR / Y1)	<p>Word reading / Fluency</p> <ul style="list-style-type: none"> • to link sounds to letters, naming all of the sounds and letters of the alphabet • say sounds for up to 40+ graphemes, including one grapheme for each of the phonemes taught • to use phonics knowledge to decode regular words • read some irregular words • read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words <p>Comprehension</p> <ul style="list-style-type: none"> • listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • suggest how a story may end • answer how and why questions in response to their own experiences and the stories read • say what they like and dislike about a story 	
5	<p>Pre Key Stage Standard 4</p> <p>EXS</p> <p>(Y1)</p>	<p>Word reading / Fluency</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • respond speedily and say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes • read accurately by blending the sounds in words with up to five known graphemes • read targeted HFW • read some common exception words • read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence • apply phonic knowledge to decode words • read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs <p>Comprehension</p> <p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • talk about events in the story and link them to their own experiences • retell some of the story • know that information can be retrieved from books and computers • recognise and join in with predictable phrases in poems and stories • appreciate some rhymes and poems; recite some by heart • discuss the meanings of new words, linking them to words already known • listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher • talk about the significance of the title and events 	

6	EXS (Y1) WTS (Y2)	<p>The pupil can: Word Reading / Fluency</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes • read accurately some words of two or more syllables that contain the same grapheme/phoneme correspondences (GPCs) • read many common exception words and read all the first 100 HFW • read words with the endings -s, -es, -ing, -ed and -est • read words with contractions <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately • check that a text makes sense to them as they read and to self- correct <p>Comprehension - In a familiar book that is read to them, the pupil can:</p> <ul style="list-style-type: none"> • answer questions in discussion with the teacher and make simple inferences • predict what may happen on the basis of what has been read so far • infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring • explain clearly their understanding of what is read to them 	
	GDS (Y1)	<p>The pupil can: Word Reading / Fluency</p> <ul style="list-style-type: none"> • read texts that are more complex and beyond their chronological age • read unfamiliar words by applying their knowledge of all previously taught graphemes, including alternative pronunciations for known graphemes <p>Comprehension - In a familiar book that is read to them, the pupil can:</p> <ul style="list-style-type: none"> • check the text makes sense to them as they read and self-correct • make sensible predictions based upon what they have read and provide some explanation for their thoughts • begin to make inferences beyond what has been said and done • explain their understanding of texts that they have read independently 	
7	EXS (Y2)	<p>The pupil can: Word Reading / Fluency</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • sound out most unfamiliar words accurately, without undue hesitation • recite a repertoire of poems learnt by heart, using appropriate intonation <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • fully engage with reading and take pleasure from books and texts • recognise recurring literacy language in stories and poems <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading • explain what has happened so far in what they have read • show an understanding of texts read independently, discussing sequence of events and how items of information are related 	

8	EXS (Y2)	<p>The pupil can: Word Reading / Fluency</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • read accurately most words of two or more syllables • read many words containing common suffixes • read most common exception words (Year 1 and 2 list) <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • express views about a range of texts, beyond which they can read independently • discuss and clarify the meaning of new words, discuss favourite words and phrases <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • answer and ask questions about texts they read to further their understanding • make some inferences about what has been said and done 	
	GDS (Y2)	<p>The pupil can: Word Reading / Fluency</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes • read all common exception words (Year 1 and 2 list) <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently • to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately, without undue hesitation <p>The pupil can, in a book they are reading independently:</p> <ul style="list-style-type: none"> • make inferences beyond what has been said and done • make a plausible prediction about what might happen on the basis of what has been read so far • make links between the book they are reading and other books they have read 	
9	EXS (Y3)	<p>The pupil can: Word Reading / Fluency</p> <ul style="list-style-type: none"> • read most common exception words by sight, (including all those in the Y2 spelling appendix) noting unusual correspondence between spelling and sound • know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words • prepare poems and play scripts to read aloud and perform • begin to use appropriate intonation and volume when reading aloud <p>Comprehension</p> <ul style="list-style-type: none"> • check that the text makes sense to them, discussing their understanding of the text e.g. explain events, describe character actions • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives • retrieve and record information from non-fiction texts • listen to, discuss and express views about a wide range of fiction, poetry and plays • listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways • recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences 	

10	EXS (Y3)	<p>The pupil can: Word Reading / Fluency</p> <ul style="list-style-type: none"> • read with fluency a range of age-appropriate text types from those specified for Y3 / Y4 and read at a speed sufficient for them to focus on understanding • show appropriate intonation and volume when reciting or reading aloud • begin to read Y3/Y4 exception words • determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect <p>Comprehension</p> <ul style="list-style-type: none"> • justify predictions using evidence from the text • fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types • draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words • explain the meaning of words in context focusing on how language, structure and presentation contribute to meaning 	
	GDS (Y3)	<p>The pupil can, in books they are reading independently:</p> <ul style="list-style-type: none"> • skim and scan materials and note down key information • when reading, pause at the appropriate time in response to punctuation and/or meaning • discuss and identify how the writer sets out their writing and the impact it has on the reader • explore figurative language and how it conveys meaning to the reader • justify predictions by referring back to the story and selecting words/phrases to support their argument • find meaning beyond the literal meaning • discuss the way authors want you to feel about a character • find evidence in the text to understand what a character is like • make inferences about characters using evidence from the text/picture/ to support their thoughts 	
11	EXS (Y4)	<p>The pupil can: Word Reading / Fluency</p> <ul style="list-style-type: none"> • read with fluency a range of age-appropriate text types from those specified for Y3 / Y4 • read most common exception words effortlessly, noting unusual correspondence between spelling and sound • know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words • prepare poems and play scripts to read aloud and perform <p>Comprehension</p> <ul style="list-style-type: none"> • discuss and compare texts from a wide variety of genres and writers • explain and discuss their understanding of the text • use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information • listen to, discuss and express views about a wide range of fiction, plays and poetry and begin to justify comments • retrieve information and recognise typical presentational features of a range of non-fiction and reference books • identify themes and conventions in a range of books • recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences • check the text makes sense, reading to the punctuation and habitually re-reading 	

12	EXS (Y4)	<p>The pupil can:</p> <p>Word Reading / Fluency</p> <ul style="list-style-type: none"> • demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud • read all Y3/Y4 exception words • read at a speed sufficient for them to focus on understanding • determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous <p>Comprehension</p> <ul style="list-style-type: none"> • draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text, draw comparisons • justify predictions from details stated and implied • fully engage with and enjoy reading a range of texts, making choices and explaining preferences, making textual references • identify how language, structure and presentation contribute to meaning • identify main ideas drawn from more than one paragraph and summarise these 	
	GDS (Y4)	<p>The pupil can, in books they are reading independently:</p> <ul style="list-style-type: none"> • locate and use information from a range of sources, fiction and non-fiction and record this in a logical way • appreciate how there is bias in persuasive writing, including articles and advertisements • use inference and deduction to work out and compare the characteristics of different people from a story • skim, scan and then organise non-fiction information underneath different headings • refer to the text, including quotes, to support predictions and own opinions • recognise, identify, label and comment on year four SPAG objectives within fiction and non-fiction • be aware of audience when reading aloud: pause appropriately, give emphasis and keep the appropriate pace to entertain the reading and keep their interest 	
13	EXS (Y5)	<p>The pupil can:</p> <p>Word Reading / Fluency</p> <ul style="list-style-type: none"> • read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues • apply their growing knowledge of root words, prefixes and suffixes/ word endings to read aloud fluently • know the different pronunciations of words with the same letter string • read and recite age-appropriate poetry which has been learned by heart <p>Comprehension</p> <ul style="list-style-type: none"> • read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types • recommend books they have read to their peers, giving reasons • provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs • discuss their understanding of the meaning of words in context, finding other words which are similar • readily ask questions to enhance understanding • make comparisons within and across texts e.g. compare two ghost stories • explain what they know or have read, including through formal presentation and debates, using notes where necessary 	

14	EXS (Y5)	The pupil can: Word Reading / Fluency <ul style="list-style-type: none"> • read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word • use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear Comprehension <ul style="list-style-type: none"> • draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions • distinguish fact from opinion with some success • identify main ideas drawn from more than one paragraph and to summarise these • discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader 	
	GDS (Y5)	The pupil can, in books they are reading independently: <ul style="list-style-type: none"> • express own opinions about a text, using evidence from the text, giving reasons and explanations • identify formal and informal language in a text and explain the impact it has on the reader • identify the genre of a text and explain how they know • compare, discuss and analyse texts by the same author • compare, discuss and analyse texts by different authors but on the same topic • emphasise and understand different character's points of view • infer meaning using evidence from the text to justify thoughts • use personal experiences and wider reading to infer meaning • identify and explain how a writer has used language and SPAG within their writing and how it affects the reader • understand that writers use different structures within their writing and explain the impact it has • discuss the use of punctuation and use examples in texts to discuss the impact on the reader • skim and scan texts to identify and find key information and summarise this information accurately 	
15	EXS (Y6)	The pupil can: Word Reading / Fluency <ul style="list-style-type: none"> • read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising meaning through contextual cues • demonstrate that they have learned a wide range of poetry by heart Comprehension <ul style="list-style-type: none"> • read for pleasure, comparing and evaluating in depth across a wide range of genres. • explain and discuss their understanding of what they have read, through formal presentations and debates • draw out key information and to summarise the main ideas in a text • compare characters, settings and themes within a text and across more than one text • retrieve, record and present information from non-fiction texts • accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use • identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning 	

16	EXS (Y6)	The pupil can: Word Reading / Fluency <ul style="list-style-type: none"> fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence use appropriate intonation, tone, volume when reciting or reading to an audience, to make the meaning clear Comprehension <ul style="list-style-type: none"> make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context distinguish independently between statements of fact and opinion, providing reasoned justifications for views analyse and evaluate the use of language, including figurative language and how it is used for effect 	
	GDS (Y6)	The pupil can, in books they are reading independently: <ul style="list-style-type: none"> independently express personal views and responses from texts, giving reasons and justifications explain and comment upon the structural devices used to organise a text explain the main purpose of a text and summarise succinctly recognise and discuss the impact writing has on a reader and explain own personal feelings refer back to the text when discussing it, including verbally quoting parts identify main themes /conventions across a wide range of writing, discuss these confidently and independently compare and contrast the styles of different writers and poets, giving examples from the texts read confidently explain messages, moods, feelings and attitudes portrayed in poetry and prose, using inference and deduction and refer back to the text at all times offer an alternative prediction to their own and explain why others might think this explain the effectiveness of the language choice chosen by the writer understand and identify when a writer might have used language which has more than one layer of meaning identify grammatical features/techniques used to create mood/atmosphere/key messages/attitudes and evaluate impact 	