



## Knowledge, Skills and Vocabulary Progression (KSV): READING

**Teaching  
and  
Learning  
area**

**READING**

What should an age-related pupil know and be able to do in each year group?

**Bold-Fundamental Knowledge**  
**Highlight - Cross curricular link**

| <b>EYFS</b><br><b>RED – 3-4 YEARS</b><br><b>BLUE – Reception</b><br><b>Green - ELG</b>                                                                                                                                                                                                                                                                                                                                                          | Year 1                                                                                                                                                                                                                                                                                          | Year 2                                                                                                                                                                                                                                                                                                   | Year 3                                                                                                                                                                                                                                             | Year 4                                                                                                                                                                                                                                                                                  | Year 5                                                                                                                                                                                                             | Year 6                                                                                                                                                                                                                                               |
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| <b>VOCABULARY</b><br>Engage in extended conversations about stories, learning new vocabulary.<br>Use a wider range of vocabulary.<br>Use new vocabulary in different contexts.<br>Learn new vocabulary throughout the day<br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, | Discussing word meanings, linking new meanings to those already known.<br>Checking that the text makes sense to them as they read and correcting inaccurate reading<br><br>Use their own and previously taught knowledge of vocabulary in order to understand the text or what they have heard. | Discussing and clarifying the meanings of words, linking new meanings to known vocabulary<br>Discussing their favourite words and phrases.<br><br>Draw upon knowledge of vocabulary in order to understand the text and begin to work out the meaning of unfamiliar words by association and discussion. | Using dictionaries to check the meaning of words that they have read.<br><br>When coming across unfamiliar words begin to use a dictionary to find the meaning. Discuss words and phrases that capture the reader's interest and imagination. (NC) | Using dictionaries to check the meaning of words that they have read.<br><br>When coming across unfamiliar words can use a dictionary to find the meaning. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. (NC) | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.<br><br>Make suggestions about the character, setting and mood from the vocabulary/lyrics used. | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.<br><br>Make suggestions about the character, setting and mood from the vocabulary/lyrics used and suggest/find alternative |

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|            | rhymes and poems and during role play.                                           |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                            | words understanding their word choice.                                                                                                                                                                                                                                                                                                       |
| INFERENCE  | Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" | <b>Making inferences on the basis of what is being said and done</b><br><br>Begin to make inferences about characters' feelings using what they say and so to infer basic points with direct reference to the pictures and words in the text. | <b>Making inferences on the basis of what is being said and done</b><br><br>Make inferences about characters' feelings using what they say and so to infer basic points and begin, with support to pick up on more subtle references. | <b>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b><br><br>Infer characters' feelings, thoughts and motives from their stated actions within the text they have read or from what they have seen in other media. They begin to justify them by referencing a specific point in the text/ media/picture. | <b>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b><br><br>Infer characters' feelings, thoughts and motives from their stated actions. They will consolidate the skill of justifying them using a specific reference point in the text. To understand this isn't their opinion and needs evidence from within the text. | <b>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b><br><br>Infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text. | <b>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b><br><br>Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text. |
| PREDICTION | Anticipate (where appropriate) key events in stories.                            | <b>Predicting what might happen on the basis of what has been read so far</b>                                                                                                                                                                 | <b>Predicting what might happen on the basis of what has been read so far</b>                                                                                                                                                         | <b>Predicting what might happen from details stated and implied</b>                                                                                                                                                                                                                                                                                                                                    | <b>Predicting what might happen from details stated and implied</b>                                                                                                                                                                                                                                                                                                                                                    | <b>Predicting what might happen from details stated and implied.</b>                                                                                                                                                                                                                                                                                       | <b>Predicting what might happen from details stated and implied</b>                                                                                                                                                                                                                                                                          |

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|                |                                                                                                                                                                                                                                                                                                                              | Make simple predictions based on the story and using their own life experience. Begin to explain these ideas verbally or through pictures. Drawing on ideas from previously learnt texts. Adults might scribe their ideas. | Make predictions using their own knowledge of previously taught texts/stories and poems as well as what has happened so far to make logical predictions and give explanations of them. Begin to record their predictions through pictures and writing.                                                  | Use relevant prior knowledge of similar books/texts or poems to make predictions and justify them. They are taught the skill of using details from the text to form further predictions.                            | Use relevant prior knowledge as well as details from the text to form predictions and to justify them. They are taught to monitor these predictions and compare them with the text as they read on explaining why a prediction has changed using evidence from what they have read. | Predictions are supported by relevant evidence from the text and clearly explained. Children confirm and modify predictions as they read on giving justifications for their predictions based on what they have read.                         | Predictions are supported by relevant evidence from the text and recorded appropriately either verbally or written. Children confirm and modify predictions in light of new information understanding why the prediction has changed and changing their opinion. |
| <b>EXPLAIN</b> | <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives</p> | <p><b>Explain clearly their understanding of what is read to them.</b></p> <p>Discuss new word meanings and link them to words they already know. Explain what they have heard referring to parts of the text.</p>         | <p><b>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</b></p> <p>Begin to find the meaning of new words using the context of the sentence. They may use pictures to help support this skill and</p> | <p><b>Explaining the meaning of words in context.</b></p> <p>Begin to find the meaning of new words using substitution within a sentence. Give a reason for the substitution and explain why they have used it.</p> | <p><b>Explaining the meaning of words in context.</b></p> <p>Find the meaning of new words using the context of the sentence. They also link new words to other words they already know and justify why they have used it.</p>                                                      | <p><b>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.</b></p> <p>‘Read around the word’ and explore</p> | <p><b>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.</b></p>                                                              |

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|                           | using their own words and recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |                                                                                                                                                                                                                                                 | explain verbally why they chosen that word and what it means to them.                                                                                                                                                               |                                                                                                                                                                              |                                                                                                                                                                                                 | its meaning in the broader context of a section or paragraph. Verbally and in written work use evidence from the text to explain their understanding/ opinions using notes to support.                                                       | ‘Read around the word’ and independently explore its meaning in the broader context of a section or paragraph. Children both verbally and in written work explain their understanding of a text supported with evidence from the text. |
| <b>RETRIEVAL</b>          | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.                                                                | <b>To develop their knowledge of retrieval through images.</b><br><br>Will be able to answer questions about what has just happened in a story.<br>Can describe what a setting or character physically look like based on what they have heard. | Can describe a character or setting by writing/drawing a description based on what they have heard or read.<br>Can explain their understanding of independent reading by answering simple questions about what they have just read. | <b>To retrieve and record information from non-fiction</b><br><br>Begin to learn the skill of ‘skim and scan’ to retrieve details.<br>Begin to use quotations from the text. | <b>To retrieve and record information from nonfiction/ fiction text.</b><br><br>Confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. | <b>To retrieve, record and present information from non-fiction</b><br><br>Can confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text. | <b>To retrieve, record and present information from non-fiction</b><br><br>Use evidence from across whole chapters or texts to support answers/opinions and understanding.                                                             |
| <b>SEQUENCE SUMMARISE</b> | Retell the story, once they have developed a deep familiarity with the text; some                                                                                                                                    | Sequence the key events in the story. Summarise in a sentence the                                                                                                                                                                               | Sequence the key events in the story. Summarise in a sentence the                                                                                                                                                                   | <b>Identifying main ideas drawn from more than 1 paragraph and</b>                                                                                                           | <b>Identifying main ideas drawn from more than 1 paragraph and</b>                                                                                                                              | <b>Summarising the main ideas drawn from more than 1 paragraph,</b>                                                                                                                                                                          | <b>Summarising the main ideas drawn from more than 1</b>                                                                                                                                                                               |

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|                          | as exact repetition and some in their own words.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Opening/middle/end of the story?<br>Retell and order events from the text. They begin to discuss how events are linked.                                                                                                                                                                                                                      | Opening/middle/end of the story?<br>Children can order chapter headings come in the story?<br><br>Retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story.                                                                                                                 | <b>summarising these.</b><br><br>Begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of. Teachers begin to model how to record summary writing. | <b>summarising these.</b><br><br>Use skills developed in year 3 and are able to write a brief summary of main points, identifying and using important information. | <b>identifying key details that support the main ideas.</b><br><br>Begin to make connections between information across the text and include this information in their written summaries.                                                                                                                                                                                                                                                | <b>paragraph, identifying key details that support the main ideas.</b><br><br>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. |
| <b>DECODING/ FLUENCY</b> | Recognise words with the same initial sound, such as money and mother<br>Read individual letters by saying the sounds for them.<br>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.<br>Read some letter groups that each represent one sound and say sounds for them.<br>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.<br>Blend sounds into words, so that they can read | <b>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</b><br><b>To reread texts to build up fluency and confidence in word reading.</b><br><br>Read confidently by decoding using the sounds they have been taught so far. They have a | <b>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</b><br><br>Read at a speed of 90 words per minute. Children develop expression when reading aloud, particularly where characters are speaking in a story. Reread books to improve fluency. | Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Fluency is developed by choral reading in Whole class reading and echo reading in small groups where needed.   | Read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Use expression confidently when reading aloud.     | <b>To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</b><br><br>Read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. |                                                                                                                                                                                                             |

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|                        | <p>short words made up of letter-sound correspondences.<br/>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.<br/>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.<br/>Read a few common exception words matched to the school's phonic programme.<br/>Say a sound for each letter in the alphabet and at least 10 digraphs.<br/>Read words consistent with their phonic knowledge by sound-blending.<br/>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | growing number of words they can read automatically.                 |                                                                                                          |                                                                                                                                                                                |                                                                                                                                                                                                          |  |
| POETRY AND PERFORMANCE | <p>Sing a large repertoire of songs.<br/>Learn rhymes, poems and songs.<br/>Perform songs,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Learning to appreciate rhymes and poems, and to recite some by heart | continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action<br>recognising some different forms of poetry | 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 |  |

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|                         | rhymes, poems and stories with others, and (when appropriate) try to move in time to music.                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                   | appropriate intonation to make the meaning clear                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                             |
| <b>RANGE OF READING</b> | <p>Print has meaning<br/>The names of different parts of a book<br/>Print can have different purposes<br/>Page sequencing we read English text from left to right and from top to bottom<br/>Enjoy listening to longer stories and can remember much of what happens.<br/>Listen carefully to rhymes and songs, paying attention to how they sound.<br/>Engage in storytimes.<br/>Engages in non-fiction books.</p> | <ul style="list-style-type: none"> <li>•Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>•Being encouraged to link what they read or hear read to their own experiences</li> </ul> | 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 which they can read independently     | <ul style="list-style-type: none"> <li>*Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*Reading books that are structured in different ways and reading for a range of purposes</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>*Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*Reading books that are structured in different ways and reading for a range of purposes</li> <li>*Making comparisons within and across books</li> </ul> |
| <b>SPOKEN LANGUAGE</b>  | <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.<br/>Know many rhymes, be able to talk about</p>                                                                                                                                                                                                                                      | Listen and respond appropriately to adults and their peers.<br>Ask relevant questions to extend their understanding and knowledge.                                                                                                                                                | <ul style="list-style-type: none"> <li>-Listen and respond appropriately to adults and their peers.</li> <li>-Ask relevant questions to extend their understanding and knowledge.</li> </ul> | <ul style="list-style-type: none"> <li>-Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings.</li> <li>-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>-Speak audibly and fluently with an increasing command of Standard English.</li> </ul> | <ul style="list-style-type: none"> <li>-Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings.</li> <li>-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> </ul>                  |

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|                                                                                                              | <p>familiar books, and be able to tell a long story.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Develop storylines in their pretend play.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> | <p>Use relevant strategies to build their vocabulary.</p> <p>Express their ideas using full sentences</p>                                                   | <p>-Use relevant strategies to build their vocabulary.</p> <p>-Articulate and justify answers, arguments and opinions.</p> | <p>- Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>- Gain, maintain and monitor the interest of the listeners.</p>                                                                                                          | <p>- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>-Speak audibly and fluently with an increasing command of Standard English.</p> <p>- Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>- Gain, maintain and monitor the interest of the listeners.</p> <p>-Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>-Select and use appropriate registers for effective communication.</p> |
| <p><b>VOCABULARY</b></p> <p>Every year group to build on the vocabulary used in all previous year groups</p> | <p>Book, cover, title, blurb, left to right, author, illustrator fiction and nonfiction, rhymes, poems, songs, page, contents, story, syllable, phoneme, grapheme, digraph, trigraph, blending, segmenting, tricky words, beginning, middle, end, character, setting, page number, traditional tale</p>                                                                                                                                                                         | <p>glossary, index, heading, vocabulary, predict, inference, explain, sequence, retrieve, caption, pattern, dictionary, diary, sub headings, paragraph,</p> |                                                                                                                            | <p>Text, novel, playscripts, biography, autobiography, myths/legends, fantasy, sub title, reference, summarise, extract, font, effect, perform, audience, structure, recite, thesaurus, headline, verse, scene, narrator, stage direction, rhythm, drama, act, actor, classics,</p> | <p>Diary/journal, by-line, reviews, evaluate, speculate, hypothesis, figurative language, stanza,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |