



Knowledge Progression in Reading

Developed: November 2022

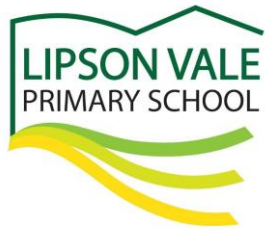
Key Knowledge Area: Word reading (Decoding and fluency)						
Throughout their school career, a Lipson Vale pupil will...						
Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge,</p>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Blend accurately and speedily using known graphemes.</p> <p>Re-read with growing fluency and confidence.</p> <p>Read words, consistent with their phonic knowledge, accurately.</p> <p>Recognise when a word does not make sense.</p>	<p>Read age-appropriate books:</p> <ul style="list-style-type: none"> -sounding out unfamiliar words - beginning to self-correct <p>Read accurately, automatically and without undue hesitation including:</p> <ul style="list-style-type: none"> - Words of 2 or more syllables - Words containing common suffixes - Most common exception words <p>Read most words quickly and accurately without blending out loud, e.g over</p>	<p>Decode most unfamiliar words</p> <p>Begin to read longer words with support.</p> <p>Use the context of a sentence to read unfamiliar words.</p> <p>Sound out unfamiliar words and begin to self-correct.</p> <p>Read most words quickly and accurately without blending out loud. (including words of 2 or more</p>	<p>Decode new words outside of spoken vocabulary.</p> <p>Read longer words with support.</p> <p>Use the context of a sentence to confidently read unfamiliar words.</p> <p>Self-correct consistently</p> <p>Read simple chapter books independently and silently.</p> <p>AR level 3.9+</p> <p>Reading Age: 9+</p>	<p>Read age-appropriate books with growing confidence and fluency.</p> <p>Apply their growing knowledge of root words and taught strategies to both read aloud and understand the meanings of unfamiliar words.</p> <p>Read aloud with understanding through intonation, tone and volume so that meaning is clear to an audience.</p>	<p>Read age-appropriate books with confidence and fluency, including whole novels.</p> <p>Independently use a range of reading strategies to work out any unfamiliar word.</p> <p>Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.</p>



Knowledge Progression in Reading

Developed: November 2022

<p>including some common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>Read common exception words accurately.</p>	<p>90 words per minute</p> <p>Begin to read silently with understanding.</p> <p>AR level 1.9+</p> <p>Reading age 7.0 +</p>	<p>syllables, words containing common suffixes and most common exception words.</p> <p>Begin to read age appropriate books silently with understanding.</p> <p>AR level 2.9+</p> <p>Reading Age: 8+</p>		<p>AR level 4.9+</p> <p>Reading Age: 10+</p>	<p>AR level 5.9+</p> <p>Reading Age: 11+</p>
---	--	--	---	--	--	--



Knowledge Progression in Reading

Developed: November 2022

Key Knowledge Area: Comprehension (Vocabulary)

Throughout their school career, a Lipson Vale pupil will...

Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Begin to discuss word meanings, making links to known vocabulary.</p> <p>Recognise, find and read aloud words and phrases learned.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Begin to recognise and join in with predictable phrases.</p>	<p>Discuss word meanings, linking new meanings to those already known.</p> <p>Draw upon knowledge of vocabulary in order to understand the text.</p> <p>Join in with predictable phrases.</p> <p>Use vocabulary given by the teacher.</p> <p>Discuss their favourite words and phrases.</p>	<p>Discuss and clarify the meanings of words and link new meanings to known vocabulary.</p> <p>Recognise some recurring language in stories and poems.</p> <p>Confidently discuss their favourite words and phrases.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Discuss words that capture the readers interest or imagination.</p> <p>Identify how language choices help build meaning.</p> <p>Find the meaning of new words using substitution within a sentence.</p> <p>Begin to identify the root word and look at impact of taught prefixes</p>	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Use a thesaurus to find synonyms.</p> <p>Discuss why words have been chosen and the effect these have on the reader.</p> <p>Explain how words can capture the interest of the reader.</p> <p>Discuss new and unusual vocabulary and clarify the meaning of these.</p>	<p>Explore the meaning of words in context, confidently using a dictionary.</p> <p>Discuss how the author's choice of language impacts the reader.</p> <p>Evaluate the authors use of language.</p> <p>Investigate alternative word choices that could be made.</p> <p>Begin to look at the use of figurative language.</p>	<p>Evaluate how the authors' use of language impacts upon the reader.</p> <p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>Discuss how presentation and structure contribute to meaning.</p> <p>Explore the meaning of words in context by 'reading around the word' and independently explore its</p>



Knowledge Progression in Reading

Developed: November 2022

			and suffixes on meaning of words.	Find the meaning of new words using the context of the sentence. With support, use knowledge of root words, prefixes and suffixes to support understand of new words.	Use a thesaurus to find synonyms for a larger variety of words. Suggest alternative word choices. Read around the word' and explore its meaning in the broader context of a section or paragraph.	meaning in the broader context of a section or paragraph.
--	--	--	-----------------------------------	--	---	---

Key Knowledge Area: Comprehension (inference)

Throughout their school career, a Lipson Vale pupil will...

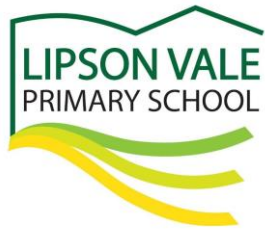
Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
With support, give basic reasons for why something may be happening e.g. why is someone wearing a coat? It is raining etc.	Make basic inferences about characters' feelings by using what they say as evidence. Infer basic points with direct reference to the	Make inferences about characters' feelings using what they say and do. Infer basic points and begin, with support, to pick up on subtler references.	Infer characters' feelings, thoughts and motives from their stated actions. Justify inferences by referencing a specific point in the text.	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Confidently draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.



Knowledge Progression in Reading

Developed: November 2022

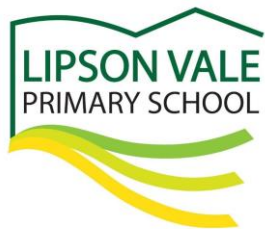
	<p>pictures and words in the text.</p> <p>Discuss the significance of the title and events.</p> <p>Demonstrate simple inference from the text based on what is said and done.</p>	<p>Answer and ask questions and modify answers as the story progresses.</p> <p>Use pictures or words to make inferences.</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Make inferences about actions or event.</p>	<p>know this because questions).</p> <p>Infer characters' feelings, thoughts and motives from their stated actions.</p> <p>Consolidate the skill of justifying them using a specific reference point in the text.</p> <p>Use more than one piece of evidence to justify their answer.</p>	<p>Make inferences about actions, feelings, events or states.</p> <p>Use figurative language to infer meaning.</p> <p>Give one or two pieces of evidence to support the point they are making.</p> <p>Begin to draw evidence from more than one place across a text.</p>	<p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Make inferences about events, feelings, states backing these up with evidence.</p> <p>Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made including drawing evidence from different places across the text.</p> <p>Develop answers using PEE</p>
--	---	--	--	---	--	---



Knowledge Progression in Reading

Developed: November 2022

						paragraphs (point, evidence, explanation).
Key Knowledge Area: Comprehension (Prediction)						
Throughout their school career, a Lipson Vale pupil will...						
Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Begin to make simple predictions about reading by:</p> <ul style="list-style-type: none"> - anticipating (where appropriate) key events in stories. - looking at a title or front cover of a book . - on the basis of what has been read so far. 	<p>Predict what might happen on the basis of what has been read so far in terms of story, character and plot.</p> <p>Make simple predictions based on the story and on their own life experience.</p> <p>Begin to explain these ideas verbally or through pictures.</p>	<p>Predict what might happen on the basis of what has been read in terms of plot, character and language so far.</p> <p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<p>Begin to justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge to make predictions and justify them.</p> <p>Use details from the text to form further predictions.</p>	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>Monitor these predictions and compare them with the text as they read on.</p>	<p>Predict what might happen from details stated and implied.</p> <p>Support predictions with relevant evidence from the text.</p> <p>Confirm and modify predictions as they read on.</p>	<p>Confidently predict what might happen from details stated and implied.</p> <p>Support predictions by using relevant evidence from the text.</p> <p>Confirm and modify predictions in light of new information.</p>



Knowledge Progression in Reading

Developed: November 2022

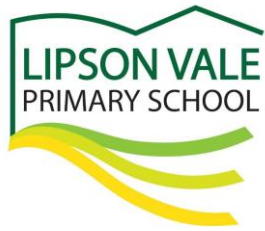
Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Key Knowledge Area: Comprehension (Explaining)</p> <p>Throughout their school career, a Lipson Vale pupil will...</p>						
<p>Begin to share an opinion about a text.</p> <p>Begin to 'ink what they read or hear to their own experiences.</p> <p>Raise simple questions about texts they read and that are read to them.</p>	<p>Give an opinion including likes and dislikes.</p> <p>Link what they read or hear to their own experiences.</p> <p>Explain their understanding of what has been read to them.</p> <p>Express views about events or characters.</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>Express their own views about a book or poem.</p> <p>Discuss some similarities between books.</p>	<p>Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Begin to identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>Recognise authorial choices and the purpose of these.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Recognise and discuss authorial choices and the purpose of these.</p>	<p>Provide more reasoned justification for their views.</p> <p>Give reasons for authorial choices.</p> <p>Begin to challenge points of view.</p> <p>Begin to distinguish between fact and opinion</p> <p>Identify how language, structure and</p>	<p>Provide increasingly reasoned justification for their views.</p> <p>Give reasons for authorial choices.</p> <p>Challenge points of view.</p> <p>Distinguish between fact, opinion and bias explaining how they know this.</p> <p>Identifying how language,</p>



Knowledge Progression in Reading

Developed: November 2022

		Listen to the opinion of others.			<p>presentation contribute to meaning.</p> <p>Discuss how authors use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss their understanding of what they have read, including more formally.</p>	<p>structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>
--	--	----------------------------------	--	--	--	--



Knowledge Progression in Reading

Developed: November 2022

Key Knowledge Area: Comprehension (Retrieval)						
Throughout their school career, a Lipson Vale pupil will...						
Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Answer simple, information retrieval questions about texts.</p> <p>Recall key events from a story that has been read to them.</p> <p>Use visual text to find information from a picture.</p>	<p>Answer a question about what has just happened in a story.</p> <p>Develop their knowledge of retrieval through images.</p> <p>Recognize characters,</p>	<p>Independently read and answer simple questions about what they have just read.</p> <p>Ask and answer retrieval questions.</p> <p>Draw on previously taught knowledge.</p>	<p>Use contents page and subheadings to locate information.</p> <p>Learn the skills of 'skimming' to work out the gist of the text and 'scanning' to locate specific information.</p>	<p>Skim and scan texts to record details.</p> <p>Use relevant quotes to support their answers to questions.</p> <p>Retrieve and record information from a fiction or non-fiction text.</p>	<p>Skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across larger sections of text.</p> <p>Read a broader range of texts including myths,</p>	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across whole chapters or texts</p> <p>Read a broader range of texts</p>



Knowledge Progression in Reading

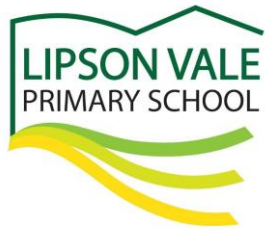
Developed: November 2022

Point to information on a page, in order, to locate the answer.	<p>events, titles and information.</p> <p>Recognize differences between fiction and non-fiction texts.</p> <p>Retrieve information by finding a few key words.</p> <p>Contribute ideas and thoughts in discussion.</p>	<p>Remember significant event and key information about the text that they have read.</p> <p>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.</p>	<p>Begin to use quotations from the text.</p> <p>Retrieve and record information from a fiction text.</p> <p>Retrieve information from a non-fiction text.</p>		<p>legends, stories from other cultures, modern fiction and archaic texts.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Ask their own questions and begin to follow a line of enquiry.</p>	<p>including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts.</p> <p>Ask their own questions and follow a line of enquiry.</p>
---	--	--	--	--	--	---

Key Knowledge Area: Comprehension (Key Stage 1 – Sequence and Key Stage 2 Summarise)

Throughout their school career, a Lipson Vale pupil will...

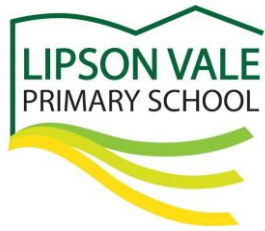
Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Link title to key events in a text.	Retell familiar stories orally e.g fairy stories and traditional tales.	Discuss the sequence of events in books and how items of	Identify main ideas drawn from a key paragraph or page and summarising these.	Use skills developed in year 3 in order to write a brief summary of main points,	Summarise the main ideas drawn from more than one paragraph, page, chapter or	Summarise information from across a text and link information by analysing and



Knowledge Progression in Reading

Developed: November 2022

	<p>Sequence the events of a story they are familiar with.</p> <p>Begin to discuss how events are linked.</p>	<p>information are related.</p> <p>Retell using a wider variety of story language.</p> <p>Order events from the text.</p> <p>Begin to discuss how events are linked focusing on the main content of the story.</p>	<p>Begin to distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a story.</p> <p>See how teachers model how to record summary writing and begin to practise this.</p> <p>Identify themes from a wide range of books</p> <p>Make simple notes from one source of writing.</p>	<p>identifying and using important information.</p> <p>Identify main ideas drawn from more than one paragraph.</p> <p>Begin to identify themes from a wide range of books</p> <p>Summarise whole paragraphs, chapters or texts</p> <p>Highlight key information and record it in bullet points, diagrams, maps et</p>	<p>the entire text identifying key details to support the main ideas.</p> <p>Make connections between information across the text and include this in an answer.</p> <p>Identify themes across a wide range of writing.</p> <p>Discuss the themes or conventions from a chapter or text.</p>	<p>evaluating ideas between sections of the text.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>Make comparisons across different books.</p> <p>Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>
--	--	--	---	---	--	--



Knowledge Progression in Reading

Developed: November 2022

Key Knowledge Area: Reading for Pleasure

Throughout their school career, a Lipson Vale pupil will...

Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Choose to read and listen to a story.</p> <p>Participate actively in listening and sharing a wide range of books.</p> <p>Re-read books with an adult to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Choose to read.</p> <p>Participate actively in listening and sharing a wide range of books.</p>	<p>Read independently, demonstrating increasing stamina.</p> <p>Show developing preferences through book choice.</p>	<p>Read a greater range of texts independently.</p> <p>Choose appropriate texts with support.</p> <p>Demonstrate engagement with reading by:</p> <ul style="list-style-type: none"> - reading for more sustained periods of time. - completing books. - engaging actively in book discussion. 	<p>Read for a range of purposes independently.</p> <p>More independently, choose appropriate texts</p> <p>Demonstrate engagement with reading by:</p> <ul style="list-style-type: none"> - reading for sustained periods of time. - completing books. - engaging actively in book discussion. 	<p>Read a broader range of texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading by:</p> <ul style="list-style-type: none"> - reading for sustained periods of time - complete a wider range of more 	<p>Read a broader range of texts including those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices in more detail.</p> <p>Demonstrate continuing engagement with reading by:</p>



Knowledge Progression in Reading

Developed: November 2022

			<ul style="list-style-type: none">- responding to reading in a written form with support	<ul style="list-style-type: none">- responding to reading in a written form	<p>challenging and lengthier books</p> <ul style="list-style-type: none">- engage actively in book discussions.	<ul style="list-style-type: none">- reading for sustained periods of time- completing a wider range of more challenging and lengthier books.- engaging actively in book discussions with and without adult support.
--	--	--	--	---	---	---