



Forest Town Primary School

Reading Knowledge Progression Grid

Kind
Adventurous
Persevere
Responsible
Independent
Together

At Forest Town, we are readers! Reading is part of our core curriculum. We teach early reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We ensure children learn their GPCs and as a result our children are able to decode unfamiliar words. We teach children to be confident and fluent readers who will have a lifelong love of books and reading. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. We understand that reading helps develop children's vocabulary and it gives them the word power they need to become successful speakers and writers as well as confident readers. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. We provide opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading quality texts is essential and we expose our children to various genres and authors.

At the end of KS2, a Forest Town child will have:

- Become **adventurous** and choose challenging books to read for pleasure.
- Become **independent** readers by confidently reading books with fluency, expression and understanding.
- Become **responsible** for their own reading journey by putting into practice skills that have been taught.
- The ability to **persevere** by developing their decoding and comprehension skills.
- The ability to work **together** and share books with their peers. They will be able to discuss a variety of texts through the use of book chat.
- A sense of empathy and understanding of characters and their behaviour. They will use this **kindness** to have a better understanding of themselves and others.

READING

CURRICULUM LEADER

KEELEY DAY

REVIEWED – SEPTEMBER 2024



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Reviewed 2024

Kind
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Comprehending Text						
Rereading	Know that listening to a text several times increases enjoyment and understanding.	Know that re-reading parts of text that required some slow decoding can increase fluency and understanding.	Build on prior knowledge and: Know that accurate decoding does not always result in understanding and it is sometimes important to re-read parts of text.	Build on prior knowledge and: Know that re-reading to clarify words or phrases increases understanding of text.	Build on prior knowledge and: Know that re-reading to improve pace, expression and intonation increases understanding of text.	Build on prior knowledge and: Know that re-reading to explore literary language increases understanding of text.	Build on prior knowledge and: Know that rereading helps the reader find evidence to support their views and opinions.
Background Knowledge	Know that characters in stories sometimes do and feel the same things as the reader.	Know that the reader's experiences help them to understand events and characters in text	Build on prior knowledge and: Know that comparing similar characters and events in a range of different texts increases understanding.	Build on prior knowledge and: Know that drawing on a range of familiar texts and experiences helps the reader identify themes, such as the triumph of good over evil.	Build on prior knowledge and: Know that stories can include a range of themes and that the reader will relate to some of these because of what they have experienced or read in other books.	Build on prior knowledge and: Know that building knowledge of a topic/theme helps the reader understand text that is outside of their experience.	Build on prior knowledge and: Know that reading widely develops the reader's general knowledge and supports deeper understanding of text.
Asking Questions	Know that reading or listening to stories raises questions in the reader's mind.	Know that wondering and asking questions about a text increases understanding and enjoyment.	Build on prior knowledge and: Know that wondering and asking questions can help the reader develop a deeper understanding of characters and events.	Build on prior knowledge and: Know that wondering and asking questions about information that is inferred, can help the reader understand themes, such as the triumph of good over evil.	Build on prior knowledge and: Know that asking questions about text helps the reader explore different perspectives of characters, authors, and readers.	Build on prior knowledge and: Know that asking questions helps the reader understand how the author is presenting a view of the world including how they depict values, age, gender and cultural groups.	Build on prior knowledge and: Know that asking questions about a text can help the reader explore their developing opinions, values and view of the world.
Predicting	Know that the reader can use what they already know to suggest what	Know that some words or phrases will need clarifying if they are not understood in text	Build on prior knowledge and: Know that some of the things the reader knows about characters or events	Build on prior knowledge and: Know that predicting requires the reader to link salient points as	Build on prior knowledge and: Know that predicting is an ongoing process that helps the reader monitor and adjust		

	might happen next.	that is heard or read.	even though they are not written down can help them predict what might happen.	they read to confirm or reject ideas.	their understanding of text.		
Vocabulary	Know that text contains words that the reader does not understand.	Know that some words or phrases will need clarifying if they are not understood in text that is heard or read.	Build on prior knowledge and: Know that words and phrases can have more than one meaning but one will make sense in the context of the text.	Build on prior knowledge and: Know that the context of the text can be used to infer the meaning of unfamiliar words and phrases.	Build on prior knowledge and: Know that morphology and etymology help the reader understand unfamiliar words and phrases.	Build on prior knowledge and: Know that reading more widely develops the reader's ability to use a range of strategies to clarify unfamiliar words and understand text.	Build on prior knowledge and: Know that building a wide vocabulary and deep understanding of literary language helps the reader understand and enjoy a wide range of challenging text.
Inference	Know that readers can know things about a text even though it is not written down.	Know that the reader can understand why things happen, and why a character feels or behaves in a certain way even though it is not written down.	Build on prior knowledge and: Know that the reader can use ideas from the text and their own experience to explain why things happen and why a character might behave or feel a certain way, even though it is not written down.	Build on prior knowledge and: Know that the reader can use ideas from the text that are inferred to understand themes, such as the triumph of good over evil.	Build on prior knowledge and: Know that there is more than one reason why events happen or why a character might feel or behave in a certain way and using parts of the text can help the reader justify what they have inferred.	Build on prior knowledge and: Know that inference supports the reader to understand literary language and explore vocabulary more deeply.	Build on prior knowledge and: Know that inference supports the reader to explore how authors provide information, values, and ideas to present the world in different ways.
Summarising	Know that text has key points.	Know that remembering key points from what has been read helps the reader understand a text.	Build on prior knowledge and: Know that linking the key points across text helps the reader to understand.	Build on prior knowledge and: Know that making regular, brief summaries of what has been read increases understanding.	Build on prior knowledge and: Know that identifying details that support the key points increases understanding.	Build on prior knowledge and: Know that the key points of a summary may change as the reader reads on.	Build on prior knowledge and: Know that effective summarising helps the reader identify the most pertinent points to use in discussion and presentation.
Decoding Text							
GPC Knowledge and Word Reading	Know that graphemes represent a phoneme and the more connections the reader makes,	Know that graphemes can represent more than one phoneme and the context helps the reader to	Build on prior knowledge and: Know that the more a reader quickly recognises parts of a word, e.g. syllables, prefixes,	Build on prior knowledge and: Know that the reader can use what is known about familiar words to read	Build on prior knowledge and: Know that the reader can use morphology and etymology to read unfamiliar words more fluently.		

	the more independent they can be Know that words are read by blending phonemes	decide the correct pronunciation. Know that words can be read at a glance and by noticing different parts (e.g. graphemes, syllables, suffixes)	the more independent and fluent they can be as a reader.	unfamiliar words more fluently.			
Fluency	Know that written text can be read to sound like spoken language.	Know that reading words at a glance and using punctuation to read in phrases, leads to fluent reading.	Build on prior knowledge and: Know that recognising a wider range of punctuation and reading with appropriate pace, intonation and expression supports understanding.	Build on prior knowledge and: Know that expression and intonation can be altered to suit the audience or purpose for reading.	Build on prior knowledge and: Know that by controlling tone, pitch, pace and volume the reader can create an atmosphere.		
Responding to Text							
Preference – Choice	Know that some texts are more interesting or enjoyable than others.	Know that readers can say why they do or do not like a text.	Build on prior knowledge and: Know that readers have favourite authors and genres.	Build on prior knowledge and: Know that sharing recommendations helps readers to expand their preferences.	Build on prior knowledge and: Know that reading widely helps readers to expand their preferences.	Build on prior knowledge and: Know that reading books beyond the reader's preferences helps to develop their understanding of other people's experiences and views of the world.	Build on prior knowledge and: Know that reading books beyond the reader's preferences helps them to explore their developing opinions, values, and view of the world.

Book Talk/Discussion	Know that readers talk about text.	Know that to discuss a text the reader needs to listen to others and share their own opinions.	Build on prior knowledge and: Know that discussing texts that are read or heard increases understanding and enjoyment.	Build on prior knowledge and: Know that considering the comments others make about a text may change the reader's opinion.	Build on prior knowledge and: Know that evidence from the text can be used in discussion to help the reader build and challenge their own and others' ideas.	Build on prior knowledge and: Know that discussing text helps the reader to develop their understanding of other people's experiences and views of the world.	Build on prior knowledge and: Know that discussing text helps the reader to explore their developing opinions, values, and view of the world.
Drama/interaction	Know that ideas and characters from text can be used in play.	Know that role play helps the reader retell the events of a text in order.	Build on prior knowledge and: Know that drama helps the reader develop a deeper understanding of characters and events.	Build on prior knowledge and: Know that drama helps the reader explore and understand themes in text.	Build on prior knowledge and: Know that drama helps the reader develop empathy and to see events from different perspectives.	Build on prior knowledge and: Know that drama helps the reader to extend their vocabulary by using literary language in context.	Build on prior knowledge and: Know that drama helps the reader to look beyond the text and explore their developing opinions, values, and view of the world.
Retrieval	Know that readers can answer questions and have opinions about text.	Know that readers can show what they have understood about a text by answering questions.	Build on prior knowledge and: Know that readers need to identify what the question is asking for and retrieve evidence from the text when answering literal and inferential questions.	Build on prior knowledge and: Know that readers use organisational features (e.g. title, headings, index, captions) in text to locate pertinent information.	Build on prior knowledge and: Know that readers skim and scan text to retrieve pertinent information.	Build on prior knowledge and: Know that readers can use information they have retrieved in a variety of ways (e.g. to participate in debates and create formal presentations).	Build on prior knowledge and: Know that readers need to evaluate the credibility of the information retrieved from a variety of texts/sources.
Analysing Text							
Analysing Text	Know that text contains interesting words and phrases.	Know that language in text differs from spoken language.	Build on prior knowledge and: Know that language in text can have an emotional impact on the reader.	Build on prior knowledge and: Know that the author makes deliberate choices about language and presentation to have an impact on the reader.	Build on prior knowledge and: Know that the author's choice of language and presentation directs how the reader perceives characters, settings, topics and themes.	Build on prior knowledge and: Know that the author's use of language and presentation can be interpreted in different ways and that the reader needs to be able to justify their interpretation.	Build on prior knowledge and: Know that the author's choice of language and presentation can create bias and the reader needs to consider how this influences their developing opinions, values, and view of the world

