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**Statutory Requirements for Programmes of Study : Uplands Primary Progression in skills: Reading.**

Skill taught	ELG	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading and Fluency</b>	<p>Read and understand simple sentences.</p> <p>Use phonic knowledge to accurately decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <ul style="list-style-type: none"> <li>Show understanding when talking to others about what they have read.</li> </ul>	<p>Apply phonic knowledge to decode words</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes</p> <p>Read accurately by blending sounds in unfamiliar words containing taught GPC's</p> <p>Read common exception words taught noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read common suffixes (-s, -es, -ing, -ed, -er and -est.)</p> <p>Read multi-syllable words containing taught GPCs</p> <p>Read contractions and understanding use of apostrophe (including why it is used) e.g. I'm, I'll, We'll</p> <p>Read aloud phonically-decodable texts.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p> <p>To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To 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 their meaning through contextual cues.</p>



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Understanding and Correcting Inaccuracies (Clarify)	To know that print carries meaning and, in English, is read from left to right and top to bottom.	<p>To check that a text makes sense to them as they read and to self- correct.</p> <p>Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p><b>Can seek out books around a simple theme or topic</b></p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>Understand both the books they can already read accurately and fluently, and those they listen to</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Use the context/ grammar of the sentence to decipher new or unfamiliar words</p>	<p>Ask questions to improve their understanding of a text</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p><b>Use a range of known strategies appropriately to establish meaning in books that can be read independently</b></p>	<p>Ask questions to improve their understanding of a text</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p><b>Discuss understanding as it develops and explain the meaning of words in context</b></p>	<p>Ask questions to improve their understanding of a text</p> <p>Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic</p>	<p>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>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</p>



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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Comprehension – select and retrieve, respond &amp; explain</b>	<p>To demonstrate understanding when talking with others about what they have read.</p> <p>Listen attentively in a range of situations including to stories</p> <p>When listening to daily stories anticipate key events and respond to what they hear with relevant comment, questions or actions.</p> <p>They give attention to what is said and respond appropriately for example giving a relevant answer to a question.</p> <p>Show understanding when talking to others about what they have read.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>Explain clearly their understanding of what is read to them</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p><b>Ask questions and express opinions about main events and characters in stories</b></p> <p><b>Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</b></p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> <p><b>Extract information from the text and discuss orally with reference to the text.</b></p> <p><b>Understand how to use alphabetically ordered texts to retrieve information</b></p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Retrieve and record information from non-fiction</p> <p><b>Uses text features to locate information e.g. contents, indices, subheadings</b></p> <p><b>Locate and retrieve information using skimming, scanning and text marking</b></p> <p><b>Begin to recognise fact and opinion</b></p> <p><b>Extract information and make notes</b></p> <p><b>Use specific vocabulary and ideas expressed in the text to support own views</b></p> <ul style="list-style-type: none"> <li><b>Begin to use vocabulary from the text to support responses and explanations</b></li> </ul>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Retrieve and record information from non-fiction</p> <p><b>Recognise and distinguish between fact and opinion</b></p> <p><b>Use specific vocabulary, and ideas expressed in the text, to support own responses</b></p>	<p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Retrieve, record and present information from non-fiction</p> <p>Provide reasoned justifications for their views</p> <p>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</p> <p>Make comparisons within and across books</p> <p>To recommend texts to peers based on personal choice.</p> <p><b>Identify and explain the author's point of view with reference to the text</b></p> <p><b>Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen</b></p> <p><b>Extract information and make notes using quotations and reference to the text</b></p>	<p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Retrieve, record and present information from non-fiction.</p> <p>To 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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>Make comparisons within and across books</p> <p>Provide reasoned justifications for their views</p> <p><b>Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words</b></p> <p><b>Evaluate how successfully the organisation of a text supports the writer's purpose</b></p>



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<b>Summarise and Themes and Conventions</b>		Become very familiar with key stories, fairy stories and traditional tales	Listen to, discuss and express 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	To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers.	Read books that are structured in different ways and read for a range of purposes	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
		Begin to appreciate rhymes and poems, and to recite some by heart	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally	To identify themes and conventions in a wide range of books.	To 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.	To recognise more complex themes in what they read (such as loss or heroism).
		Discuss the significance of the title and events	To recognise simple recurring literary language in stories and poetry. (Also in Language for effect)	Identify themes and conventions in a wide range of books <b>e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales</b>	To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	Identify and discuss themes and conventions in a wide range of writing	To compare characters, settings and themes within a text and across more than one text.
		<b>Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author</b>	Read non-fiction books that are structured in different ways	<b>Can explore and discuss underlying themes and ideas</b>	To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	<b>Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors</b>	
		<b>Understand the difference between fiction and non-fiction</b>	<b>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting</b>	<b>Identify and name presentational devices in non-fiction</b>	Make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)	<b>Identify how presentational and organisational choices vary according to the form and purpose of the writing</b>	
		Recall the main points of a narrative in the correct sequence	<b>To discuss the sequence of events in books and how items of information are related.</b>	<b>Show understanding of the main points drawn from one paragraph</b>	Identify how a range of presentational devices guide the reader in non-fiction Identify features that characterise books set in different cultures or historical settings	<b>To identify main ideas drawn from more than one paragraph and to summarise these.</b>	<b>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas</b>
				<b>Show understanding of the main points drawn from one paragraph</b>	To identify main ideas drawn from more than one paragraph and summarise these.		<b>Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources</b>
					Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text		



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<b>Inference</b>	To suggest how a story might end.  To answer 'how' and 'why' questions about their experiences and in response to stories or events.	To begin to make simple inferences.	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
		To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text and their own experience	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied
		Begin to make inferences on the basis of what is being said and done	<b>Begin to make simple inferences about characters' thoughts and feelings and reasons for actions.</b>	Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions  Justify inferences with evidence  <b>Draw plausible inferences, often supported through reference to the text.</b>	Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence.  <b>Draw sound inferences, supported through reference to the text.</b>  <b>Infer underlying themes and ideas.</b>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  <b>Make links between the authors' use of language and the inferences drawn</b>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  <b>Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)</b>  <b>Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative</b>



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Vocabulary (language for effect)	To build up vocabulary that reflects the breadth of their experiences.	<p>To discuss word meaning and link new meanings to those already known.</p> <p>Recognise and join in with predictable phrases</p> <p>Identify how repetitive patterns, words and phrases aid their enjoyment of the text</p> <p>Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum)</p>	<p>To discuss their favourite words and phrases.</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss favourite words and phrases</p> <p>Identify how vocabulary choice affects meaning</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum)</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss the effect of specific language on the reader Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum)</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader</p> <p>Show understanding through intonation, tone, volume and action when performing poems and playscripts</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum)</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience</p> <p>Discuss and evaluate the intended impact of the language used with reference to the text</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience</p> <p>Compare and discuss accounts of the same event through different character viewpoints</p> <p>Explore a similar theme or topic written in a different genre</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p>



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<b>Poetry and Performance</b>	To listen to and join in with stories and poems, one-to-one and also in small groups.	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
	To join in with repeated refrains in rhymes and stories.			To begin to use appropriate intonation and volume when reading aloud.	To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.		



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<b>Non Fiction</b>			To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).