



Reading Knowledge Progression in Westfield

	Foundation Stage	By the end of Year 1	By the end of Year 2	By the end of Year 3
Reading – Word	<p>Reading:</p> <ol style="list-style-type: none"> 1. Children read and understand simple sentences. 2. They use phonic knowledge to decode regular words and read them aloud accurately. 3. They also read some common Irregular words. 4. They demonstrate understanding when talking with others about what they have read. 	<ol style="list-style-type: none"> 1. To read words by breaking them down into sounds. 2. To quickly read my given sounds or groups of sounds. 3. To read new words by blending letter sounds together. 4. To read some unusual words. 5. To read my word list words including words ending in -s, -es, -ing, -ed, -er and -est. 6. To read the longer words in my word list. 7. To read words that contain contractions such as I'm, Ill, and well. 8. To correctly read aloud the words from my book. 9. To re-read my books so that I become a fluent reader. 	<ol style="list-style-type: none"> 1. To read words quickly because I know how to sound out all parts of a word. 2. To read by blending together the sounds I know and can read out within a word. 3. To read words with two or three syllables. 4. To read words with common word endings, such as -ing and -ed. 5. To read a range of unusual words from our word lists. 6. To read most words quickly and accurately. 7. When I see a word I have not read before, I can sound out the word without help from an adult. 8. When I re-read my books, I become fluent at reading the text. 	<ol style="list-style-type: none"> 1. To use my existing knowledge to help myself read aloud. 2. To be aware that some words sound different to how they are spelt.
Comprehension		<ol style="list-style-type: none"> 1. To listen and discuss what I have read, including poems, stories and non-fiction books. 2. When I read, to tell you of similar things that have happened to me. 	<ol style="list-style-type: none"> 1. To listen, discuss and can say what I think about poems, stories and non-fiction books I have read. 2. When I read, I am able to tell you about things in the order they happen and if they are connected. 	<ol style="list-style-type: none"> 1. To understand a range of texts I have read. 2. To choose from a range of books to find the information I require. 3. To use a dictionary to check the meaning of words.

		<ol style="list-style-type: none"> 3. To tell you about some special stories we have worked on in class and even re-tell them to my teacher. 4. To join in with the class at special times of a story when the teacher is telling certain stories. 5. To learn some rhymes or poems. 6. To discuss what words mean. 7. To understand the books I can read. 8. To check what I am reading makes sense as I am reading through it. 9. To discuss the titles and events from the books I read. 10. To tell you about why a character does or says some things. 11. To predict what happens next based on what I have read so far. 12. To turns to listen and discuss when I am in a group. 13. To explain what has happened in the story someone has just read to me 	<ol style="list-style-type: none"> 3. To tell you about all the different stories I have read. 4. To enjoy finding out about non-fiction books and how they are set out. 5. To recognise simple language patterns in stories and poems. 6. To discuss the meaning of words. 7. To tell you my favourite words and phrases from my reading. 8. To say out loud a number of poems I have learnt. 9. To understand the books I can read. 10. To check what I am reading makes sense as I read through it. 11. To tell you why certain things happen in a book or why a character says the things they do. 12. To answer and ask questions about what I have read. 13. To guess what happens next in a story, using what I already know has gone on before. 14. To take turns to discuss and listen to others about what I have read. 15. To explain and discuss what has happened in books that either I have read or have been read to me. 	<ol style="list-style-type: none"> 4. To talk about some different types of stories I have read. 5. To identify some themes in a range of books I read. 6. To perform poems and play scripts to read aloud. 7. To discuss words and phrases that interest me. 8. To know that poetry comes in different forms. 9. To think about what I read to make sure I understand it and it makes sense. 10. To questions about a text or book. 11. To a character does certain things because of how the character is feeling or what has happened to them in the story. 12. To predict events in stories from what has happened up to now. 13. To tell what the main ideas are from reading a number of paragraphs. 14. To see that books are set out in ways that help the reader to read the texts. 15. To use non-fiction books to find information. 16. I can take turns when discussing books I have read/
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	By the end of Year 4	By the end of Year 5	By the end of Year 6
Reading – Word	<ol style="list-style-type: none"> To use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words. To be aware that some words sound different to how they are spelt. 	<ol style="list-style-type: none"> To use some of the words and word parts that understand already to think about what new words mean and sound like. 	<ol style="list-style-type: none"> To use the words and word parts that I can read and understand already to think about what new words mean and sound like.
Comprehension	<ol style="list-style-type: none"> To show you I have understood an increasing wide range of texts I have read. To be able to choose from a range of books that are set out differently but give me the information I require. To use a dictionary to check the meaning of new words. To talk about different types of stories I have read. To identify different themes and conventions in a wide range of books I read. To perform poems and play scripts to read aloud to keep the listener interested. To discuss words and phrases that interest me. To recognise different types of poetry. To check what I am reading makes sense by talking about it. To ask questions to help me understand more about a book. 	<ol style="list-style-type: none"> To read and discuss a range of fiction, poetry, plays, non-fiction and reference books. To understand books are set out in different ways for different purposes. To becoming familiar with a range of books. To recommend books I have read to my friends. To be able to identify and discuss themes across a range of writing. To make simple comparisons across books I have read. To have learnt a few poems by heart. To be able to read aloud and perform poems and plays. To check my understanding of a text through discussion and exploring the meaning of words. To ask questions about what I have read. 	<ol style="list-style-type: none"> To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books. To understand what I read, even though books are set out in different ways and are written for different purposes. To become familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions. To recommend books I have read to my friends. To be able to identify and discuss themes and conventions in and across a wide range of writing. To make comparisons within and across books I have read. To have learnt a wider range of poems by heart. To be able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding. To check my understanding of books I have read through discussion and exploring the meaning of words.

	<ul style="list-style-type: none"> 11. To use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story. 12. To predict events in stories from what I have read. 13. To tell what the main ideas in a book are from reading a number of paragraphs. 14. To understand that the way books are set out help the reader to identify the meaning. 15. To use non-fiction books to find out about things. 16. To take turns when discussing books I have read, or had read to me and listen to what others have to say. 	<ul style="list-style-type: none"> 11. To see that characters do the things they do because of their feelings. 12. To predict what may happen in a story by thinking about what has happened up to now. 13. To be able to make simple summaries of a given number of paragraphs I have read. 14. To show how words, phrases and structure all contribute to make different meanings in texts I read. 15. To know authors use words or phrases which will have impact on a reader. 16. To know the difference between a fact and an opinion. 17. To find and make notes on information from non-fiction. 18. To begin to participate in discussions about books I have read by listening to others' ideas. 19. To debate topics I have read about. 20. To be able to explain my views. 	<ul style="list-style-type: none"> 10. To ask questions about what I have read to further improve my understanding. 11. To show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence. 12. From my reading, I can predict what may happen in a story from details given and suggested in the text. 13. To be able to identify key details and ideas in texts by summarising a given number of paragraphs I have read. 14. To show how language, structure and presentation all contribute to meaning in texts I read. 15. To know authors use particular language which will have impact on me, the reader. 16. To distinguish between statements of fact and opinion. 17. To retrieve, record and present information from non-fiction. 18. To participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own. 19. To present or debate on topics I have read about, using notes if necessary. 20. To be able to justify my views.
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