

Progression of Skills and Knowledge English

Text type	Skills development
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Year Group	Skills and Knowledge
Year 3	<div style="background-color: #d4edda; padding: 10px; margin-bottom: 10px;"> Progressive reading comprehension texts and questions: <ul style="list-style-type: none"> • Play scripts • Reports • Poetry • Letters • Instructions • Information texts / Non-chronological report • Narrative </div> <div style="background-color: #f8d7da; padding: 10px;"> Skills development – statutory (National Curriculum Lower KS2) Word reading: <ul style="list-style-type: none"> • Root words, prefixes and suffixes to understand the meaning of new words that they meet • Read further exception words, noting the unusual correspondences between spelling and sound where they occur in the word Comprehension: <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and text books • Reading books that are structured in different ways and reading for a range of purposes • Using dictionaries to check the meanings of words • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identifying themes and conventions in a wide range of books • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and expression • Discussing words and phrases that capture the reader's interest and imagination • Recognising some different forms of poetry • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from one paragraph and summarising these </div>

	<ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction
Year 4	<p>Progressive reading comprehension texts and questions:</p> <ul style="list-style-type: none"> Play scripts Information texts / Non-chronological report Persuasion Narrative Recounts Poetry Explanation <p>Skills development – statutory (National Curriculum Lower KS2)</p> <p>Word reading:</p> <ul style="list-style-type: none"> Root words, prefixes and suffixes to understand the meaning of new words that they meet Read further exception words, noting the unusual correspondences between spelling and sound where they occur in the word <p>Comprehension:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and text books Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meanings of words Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and expression Discussing words and phrases that capture the reader's interest and imagination Recognising some different forms of poetry Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from one paragraph and summarising these Identifying how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction
Year 5	Progressive reading comprehension texts and questions:

- Play scripts
- Narrative
- Instructions
- Information texts / Non-chronological report
- Explanation
- Poetry
- Journalistic report
- Persuasion
- Discussion

Skills development – statutory (National Curriculum Upper KS2)

Word reading:

- Applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet

Comprehension:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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

	<ul style="list-style-type: none"> • 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 • provide reasoned justifications for their views.
Year 6	<p>Progressive reading comprehension texts and questions:</p> <ul style="list-style-type: none"> • Play scripts • Narrative • Instructions • Information texts / Non-chronological report • Explanation • Poetry • Journalistic report • Persuasion • Auto-biographies • Biographies • Formal and informal texts • Argument <p>Skills development – statutory (National Curriculum Upper KS2)</p> <p>Word reading:</p> <ul style="list-style-type: none"> • Applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet <p>Comprehension:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • 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 • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied

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| | <ul style="list-style-type: none">• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas• identifying how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• 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• 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• provide reasoned justifications for their views. |
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