## Lea Community Primary School



## **Progression of Knowledge- Writing**



Academic Year 2022-2023

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Blend phonemes orally to	As for previous year	As for previous year	As for previous year	As for previous year	As for previous year	As for previous year
	say Phase 2, Phase 3 and Phase 4 words.	group and:	groups and:	groups and:	groups and:	groups and:	groups and:
	Priase 4 Words.	Read aloud	Read aloud books	Read books at an			
	Recognise and enunciate	accurately books that	closely matched	age appropriate	age appropriate	age appropriate	age appropriate
	correctly GPC's in Phase 2	are consistent with	to their improving	interest level.	interest level.	interest level.	interest level.
	and 3.	their developing	phonic	Use knowledge of	Use knowledge of	Use knowledge of	Work out unfamiliar
	Blend to read VC and CVC	phonic knowledge.	knowledge, sounding	root words to	root words to	root words to	words by focusing on
	words using Phase 2 GPCs.	Apply phonic	out	understand	understand	understand	all letters in the word.
	100	knowledge and skills	unfamiliar words	meanings of words.	meanings of words.	meanings of words.	Use knowledge of
	Blend to read VC and CVC	as the route to	accurately,	Use prefixes and	Use prefixes and	Use suffixes to	root words,
	words using Phase 3 GPCs.	decode words.	automatically and	suffixes to	suffixes to	understand.	prefixes and suffixes
	Blend to read two syllable	Respond speedily	without undue	understand	understand	Read and	to investigate how
	words using Phase 2 and 3	with the correct	hesitation.	meanings.	Meanings.	understand words	the meanings of
	GPCs e.g cobweb, raincoat.	sound to grapheme	Re-read books to	Read and	Read and	from the Year 5/6 list.	words change.
	Blend to read a combination of adjacent consonants	for the 44 phonemes.	build up fluency	understand words	understand words		Use suffixes to
	(Phase 4) at the beginning,	Recognise and use	and confidence in	from the Year 3/4 list.	from the Year 3/4 list.		understand
	within and at the end of	the different ways of	word reading.				Meanings.
	words, including Phase 2	pronouncing the	Read frequently				Read and
	and 3 graphemes.	same grapheme.	encountered words				understand words
	Blend to read polysyllabic	Read accurately by	quickly and				from the Year 5/6 list.
	words with Phase 2 and 3	blending sounds in	accurately without				Use etymology to
	graphemes, and adjacent	unfamiliar words.	overt sounding and				help the
	consonants e.g. toothbrush, sandpit, Manchester.	Read common	blending.				pronunciation of new
	Use letter names alongside	exception words,	Read accurately by				words.
	GPCs.	noting tricky parts.	blending the				
	Recognise capital and lower-case letters.	Read words	sounds in words,				
	Read smoothly, without	containing -s, -es, -	especially				
	overtly building and	ing, -ed, -er, -est	recognising				
	blending, words using previously encountered	endings.	alternative sounds				
	GPCs to develop fluency.	Split two and three	for graphemes.				
	Use phonic knowledge to	syllable words	Read accurately				
	attempt unknown words e.g. labels, signs.	into the separate	words of two or				
	Read phonetically	syllables to support	more syllables that				
	decodable words within	blending for reading.	contain				
	sentences using Phase 2 words.	Read words with	alternative sounds				
	Read phonetically	contractions and	for grapheme.				
	decodable words within	understand that	Read longer and less				
	sentences using Phase 3 words.	the apostrophe	familiar texts				
	words.	represents the	independently.				
	Read phonetically	omitted letter.	Apply phonic				
	decodable words within sentences using Phase 4 words.	Develop fluency,	knowledge and skills				
		accuracy and	to read words until	-0.00			
		confidence by re-	automatic				
	Read Phase 2 common exception (tricky) words.	reading books.	decoding has				
		Read more	become embedded				
		challenging texts	and reading is fluent.				
		using	-				

Read Plass a Common composition (help) words. Read sentences including Plass 2 common complition (help) words. Read sentences including Plass 2 common complition (help) words. Read sentences including Plass 2 common complition (help) words. Read sentences including Plass 2 common complition (help) words. Read sentences including Plass 2 common complition (help) words. Read sentences including Plass 2 common complition (help) words. Read sentences including Plass 2 common exception words, noting tricky parts. Read further common exception words, noting tricky parts. Read words consistent with their phonic knowledge by sound-bleeding. Read about simple sentences and books that are consistent with their phonic knowledge, leaves the complete words. Listent to and discuss stories or information that has been read in them or after have read to the read to them or after have read to them or after have read to the read to								
exception (ricky) words. Read sentence including Phase 2 common exception (ricky) words. Read sentence including Phase 2 common exception (ricky) words. Read sentence including Phase 2 common exception (ricky) words. Read sentence including Phase 2 common exception (ricky) words. Read sentence including Phase 2 common exception (ricky) words. Read sentence including Phase 2 common exception (ricky) words. Read sentence including Phase 2 common exception (ricky) words. Read common exception (ricky) words. Read words a common exception (ricky) words. Read words consistent with their phase at least 10 digraphs. Read advord sonsistent with their phase at least 10 digraphs. Read advords imple sentences and books that are consistent with their phase at least 10 digraphs. Lialien to and discuss stories or information that has been exception words.  Lialien to and discuss stories or information that has been exception words.  Lialien to and discuss stories or information that has been exception words.  Lialien to and discuss stories or information that has been exception words.  Comprehension  Comprehension  As for previous year and yea		Read Phase 3 common	phonics and common	Work out unfamiliar				
Read sentences including Phase at common exception (Inclor)words. Read sentences including Phase at common exception (Inclor)words. Read sentences including Phase at common exception (Inclor)words. Read sentences including Phase at common exception (Inclor) words. Read sentences including Phase at common exception (Inclor) words. Read sentences including Phase at common exception (Inclor) words. Read sentences including Phase at common exception words, noting tricky parts.  ELC Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read doud simple sentences and books that are consistent with their phonic knowledge by sound-blending. Read doud simple sentences and books that are consistent with their phonic knowledge by sound-blending. It is not to and discuss stories or information that has been read to them, or they have read to discuss stories or information that has been read to them, or they have read to discuss stories or information that has been read to them, or they have read to discuss stories or information that has been read to them, or they have read to discuss stories or information that has been read to them, or they have read to discuss stories or information that has been read to them, or they have read to discuss stories or information that has been read to them, or they have read to discuss stories or information that has been read to them, or they have read to discuss stories or information that has been read to them, or they have read to discuss stories or information that has been read to them, or they have read to discuss stories or information that has been read to them, or they have read to discuss stories or information that has been read to them, or they have read to discuss stories or information that has been read to the or the discussion of the stories of the sto		exception (tricky) words.						
Read words Read sentences including Phase 2 common exception (itsely words.  Read sentences including Phase 3 common exception (itsely words.) Read sentences including Phase 3 common exception (itsely words.) Read sentences including Phase 3 common exception (itsely words.) Read sentences including Phase 3 common exception (itsely words.) Read sentences and books consistent with their private interes in the alphabet and at least 10 digraphs.  Read words consistent with their phone.  Read aloud simple agentences and books that are consistent with their private including some common exception words.  Listen to and discuss stories or information that has been read interesting the private including some common exception words.  Listen to and discuss stories or information that has been read interesting.  Listen to and discuss stories or information that has been read interesting.  Read aloud simple agent and alough a common exception words.  Comprehension  Comprehension and fine common exception (its explain private interesting the private interestin								
Read sentences including Phase 2 common exception (tricky)words.  Read sentences including Phase 3 common exception (tricky) words.  Read sentences including Phase 3 common exception (tricky) words.  Read source including Phase 3 common exception (tricky) words.  Read books consistent with their phonic knowledge.  ELG Word Reading  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read abust simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or sformation has has been exception words.  Listen to and discuss stories or sformation has has been exception words.  Comprehension  Comprehension  As for previous year			recognition.					
Read further common exception (tricky) words. Read sentences including Phase 3 common exception (tricky) words. Read sentences including Phase 3 common exception (tricky) words. Read sentences including Phase 4 common exception Read sentences including Phase 4 common exception Read books consistent with their phonic knowledge.  ELG Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge.  Read aloud aimple sentences and books that are consistent with their phonic knowledge, which is the phonic knowledge, w		exception (tricky) words.						
Phase 2 common exception (incle) words.  Read sentences including Phase 3 common exception (incle) words.  Read sentences including Phase 3 common exception (incle) words.  Read books consistent with Read books consistent with their phonic knowledge.  EL O Word Reading  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read about simple removes and books that are consistent with their phonic knowledge pincluding some common exception words.  Listen to and discuss stories or information that has been read themselves. Recibe simple thymes, song are of poems.  Recibe simple thymes, song are poems.  Recibe s				containing common				
(tricky)words.  Read sentences including Phase 4 common exception (tricky) words.  Read sentences including Phase 4 common exception (tricky) words.  Read sentences including Phase 4 common exception (tricky) words.  ELC Word Reading  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read about simple sentences and books that are consistent with their phonic knowledge by sound-blending.  Read about simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Liter in and dispass stored or including some common exception words.  Liter in and dispass stored or including some common exception words.  Comprehension  Comprehension  Comprehension  Comprehension				suffixes.			la.	
Read sentences including Phase 3 common exception (tricky) words. Read sentences including (tricky) words. Read sentences including (tricky) words. Read books consistent with their phonic knowledge.  ELG Word Reading  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge.  Listen to add discuss above or information that has been read to them, or they have read themselves. Reacts aimple flymes, words and allustrations in a range of text types. Understand the difference between text and allustrations in a range of text types.  Comprehension  Comprehension				Read further			Dis.	
Read sentences including Phase 2 common exception (tricky) words. Read sentences including Phase 4 common exception (Read books consistent with their phonic knowledge.  ELG Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read informedives. Rock and the merches. Rock and the merches. Rock and the merches and the standard to them, or they have read informedives. Rock and the merches and the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text and illustrations in a range of lext by the standard the difference between text an		(tricky)words.						
Phase 3 common exception (tricky) words. Read someroes including Read someroes including Read someroes including Read someroes including Read books consistent with their phonic knowledge.  ELG Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common oxception words.  Listen to and discuss stories or information that has been read to them, or they have Read in simple from the consistent with their phonic knowledge, including some common oxception words.  Listen to and discuss stories or information that has been read to them, or they have Read in simple frynness, songs and poems. Understand the difference between text and illustrations in a range of text.  Comprehension  Comprehension  Knows that in English print to a for previous year as for previous year are not and an analysis of the provious year are not and an analysis of the provious year are not an analysis of the provious year							700	
(tricky) words.  Read sentences including Phase 4 common exception Read books consistent with their phonic knowledge.  ELG Word Reading  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read abud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Receive simple in ymms. Receive sin ymms. Receive simple in ymms. Receive simple in ymms. Receive s								
Read sentences including Phase 4 common exception (tricky) words. Read boose condistent with their phone including.  ELO Word Reading.  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic mixed between test and consistent with their phonic mixed between test and consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to then, or they have read themselves. Songs and poems. Understand the difference between text and illustrations in a range of text.  Comprehension is read for their in English print is formed to them, or they have read themselves. Songs and poems. Understand the difference between text and illustrations in a range of text.  Knows that in English print is formed to the previous year and the previous year are consistent with a story previous year and the previous year are consistent with their phonic knowledge, including some common exception words.  Comprehension is read of the previous year and the previous year are consistent with their phonic knowledge, including some common exception words.  As for previous year are consistent with their phonic knowledge, including some common exception words.  As for previous year are consistent with their phonic knowledge, including some common exception words.  Comprehension is read to them, or they have read the phonic knowledge and the phonic knowledge. As for previous year are consistent with their phonic knowledge, including some common exception words.  As for previous year are consistent with their phonic knowledge, including some common exception words.  As for previous year are consistent with their phonic knowledge, including some common exception words.				parts.			- C	
Phase 4 common exception (tricky) words. Read books consistent with their phortic knowledge.  ELG Word Reading  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phoric knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phoric knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phoric including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have Reche simple thymes, songs and poems. Understand the difference bletween text and illustrations in a range of text including some common in the sound of the so								
(tricky) words. Read books consistent with their phonic knowledge.  ELG Word Reading  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listent to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text Knows that in English print is known that in English print is read from lett to right and is read to in lett or top that and illustrations in a range of text Knows that in English print is read from lett to right and is read from lett to right and is read to in lett or right and in the read from lett to right and is read to right and is read from lett to								
Read books consistent with their phonic knowledge.  ELG Word Reading  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and suppose in a range of text types.  Comprehension is range of text types.  Knows that in English print is known that in English print is known that in English print is read from let to right and is read from let to right and is read to letter to right and ri								
ELC Word Reading  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves.  Recite simple frymes, songs and poems. Understand the difference between text and illustrations in a range of text.  Comprehension  Knows that in English print  As for previous year as for previous year area from lett for light and is read from let								
Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, or they have read themselves. Recite simple rhymes, or they have read themselves. Understand the difference between text and illustrations in a range of text types.  Knows that in English print is read from left to right and illustrations in a range of text types.  Knows that in English print is read from left to right and interest or the previous year are the previous year		their phonic knowledge.						
Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves.  Recite simple rhynes, some some or they have read themselves.  Recite simple rhynes, some some of the to gift and illustrations in a range of text types.  Comprehension  Knows that in English print is read from left to right and illustrations in a range of text types.								
letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recele simple thyries, and illustrations in a range of text types.  Comprehension is range of text types.  Knows that in English print is read from left to right and is read from left to right and is read from left to right and in the read to them, or they have read themselves. Receives imple thyries, and illustrations in a range of text types.  Knows that in English print is read from left to right and is read from left to right and in the read to the rea		ELG Word Reading						
letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recele simple thyries, and illustrations in a range of text types.  Comprehension is range of text types.  Knows that in English print is read from left to right and is read from left to right and is read from left to right and in the read to them, or they have read themselves. Receives imple thyries, and illustrations in a range of text types.  Knows that in English print is read from left to right and is read from left to right and in the read to the rea								
at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension   Knows that in English print is read from lettor right and are not previous year as for previo		Say a sound for each						
Read words consistent with their phonic knowledge by sound-bilending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Knows that in English print is read from left oright and group and its read from left to right and group and its read from left to right and group and its read from left to right and group and its read from left to right and group and the regular and group and gr								
with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Knows that in English print is read from left to right and is read to melt to right and its read rom left to right and its read rom left to right and a require and the control of the recition of the recitio		at least 10 digraphs.						
with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Knows that in English print is read from left to right and is read to melt to right and its read rom left to right and its read rom left to right and a require and the control of the recition of the recitio								
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple flymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Knows that in English print is read from left to right and is read from left to right and its read from left to right and groups and; aroung and;								
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year								
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple frymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Knows that in English print is read from left to right and continued to the previous year and the previous year aroung and the previous year								
sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year As for previous year aroung and its read from left to right and is read from left to right and aroung and its read from left to right and aroung aroung and its read from left to right and aroung aroung and its read from left to right and aroung a read from left to right and a		blending.						
sentences and books that are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year As for previous year aroung and its read from left to right and is read from left to right and aroung and its read from left to right and aroung aroung and its read from left to right and aroung aroung and its read from left to right and aroung a read from left to right and a								
are consistent with their phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year As for previous year aroung and the groups and the storing that aroung a storing that aroung the storing that								
phonic knowledge, including some common exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year As for previous year aroung and the groups are groups and the groups are groups and the gro								
Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year As for previous year aroung and in the previous year aroung and its read from left to right and is read from left to right and groups and its read from left to right and groups and its read from left to right and groups and its read from left to right and groups and its read from left to right and groups and its read from left to right and groups and its read from left to right and groups and its read from left to right and groups and its read from left to right and groups and								
Exception words.  Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year As for previous year As for previous year aroung and the groups and the								
Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types. Knows that in English print is read from left to right and is read from left to right and groups and; gro								
or information that has been read to them, or they have read themselves. Recite simple hymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year		exception words.						
or information that has been read to them, or they have read themselves. Recite simple hymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year								
or information that has been read to them, or they have read themselves. Recite simple hymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year								
or information that has been read to them, or they have read themselves. Recite simple hymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year								
or information that has been read to them, or they have read themselves. Recite simple hymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year		Liston to and discuss start						
read to them, or they have read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year								
read themselves. Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Knows that in English print is read from left to right and is read from left to right and groups and:								
Recite simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year								
songs and poems. Understand the difference between text and illustrations in a range of text types.  Comprehension  Comprehension  As for previous year								
between text and illustrations in a range of text types.  Comprehension  Knows that in English print is read from left to right and is read from left to ri								
Illustrations in a range of text types.   Comprehension   Comprehension   As for previous year   As for previous		Understand the difference						
types.  Knows that in English print is read from left to right and read from left to right and read from left to right and r								
Comprehension  Knows that in English print is read from left to right and groups and:  As for previous year								
is read from left to right and aroung and: aroung and: aroung and: aroung and: aroung and:	Caranahanaian		A = f = n = n = vi = v = v = = =	A = f = n = n = vi = v = v = v = v = v = v = v = v =	As for provious was a	An for many days a second	A = f = n = n = vi = v = v = = =	As for providence and an
	Comprenension							
top to bottom and that print groups and. groups and. groups and. groups and. groups and.			group and:	groups and:	groups and:	groups and:	groups and:	groups and:
conveys meaning in a range Developing Developing Developing Listen to, read and Listen to and discuss Maintaining			Developing	Developing	Developing	Listen to, read and	Listen to and discuss	Maintaining
of texts. pleasure in reading pleasure in reading pleasure in reading discuss a range of a range of a range of pleasure in reading pleasure in rea		of texts.						positive attitudes to
Hold a book correctly and and motivation to and motivation to land mot								
back. read read and non-fiction in fiction which they Listen to, read and								•
Talk about the front and back cover in stories,  Listen to and discuss Listen, discuss and Listen to and discuss and back cover in stories, and back cover in stories.						different forms.		
a range of texts at a express views about a range of fiction, read themselves. increasingly wide		Dack Cover III Stories,	a range of texts at a	express views about	a range of fiction,		read themselves.	increasingly wide
						-		

discuss the title and illustrations. Discuss specific information in non-fiction texts e.g. labels, images, contents page, captions, glossary. Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves. Look closely and discuss the illustrations to develop understanding of the story. Activate prior knowledge e.g. What do we know about sharks?

Explore new vocabulary linked to stories, non-fiction. poetry, rhymes and themes. Use and show understanding of recently introduced vocabulary appropriately during discussions and when retelling stories, non-fiction, poetry, rhymes and themes. Respond to questions about who, what, where, when linked to text and illustrations. Respond to questions about how and why something is happening. Describes main story settings, events and principle characters in increasing detail. Say what a character might be thinking, saying or feeling. Sequence a simple story or event. Use gestures and actions to act out a story, event or rhyme from text or illustrations. Act out stories and events through role play activities, using simple props and appropriate or recently introduced vocabulary. Retell stories and parratives in the correct sequence and in their own words, drawing on the language patterns of stories Imitate and innovate stories and rhymes Say how they feel about

stories and poems.

level beyond that at which they can read independently, including stories. non-fiction and poems. Relate texts to own experiences. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling. Orally retell familiar stories in a range of contexts. Enjoy and recite rhymes and poems by heart. Make personal reading choices and explain reasons for choices. Understanding books which they can read themselves and those which are read to them Introduce and discuss key vocabulary, linking meanings of new words to those already known. Activate prior knowledge. Check that texts make sense while reading and selfcorrect. Develop and demonstrate their understanding of characters and

events through role

a range of texts at a level beyond that at which they can read independently, including stories. non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories, fairy tales and traditional tales. Sequence and discuss the main events in stories and recounts. Read a range of nonfiction texts which are structured in different ways. including information. explanations, instructions, recounts, reports. Recognise the use of repetitive language within a text or poem and across texts. Learn and recite a range of poems using appropriate intonation. Make personal reading choices and explain reasons for choices. **Understanding** books which they can read themselves and those which are read to them Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of a text.

linking new

poetry, plays and non-fiction. Regularly listen to whole novels read aloud by the teacher. Read a range of nonfiction texts. Read books and texts for a range of purposes. Recognise some different forms of poetry. Sequence and discuss the main events in stories. Orally retell a range of stories, including less familiar fairy stories, fables and folk tales. Identify and discuss themes. Identify and discuss conventions. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Understanding the Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read.

Regularly listen to whole novels read aloud by the teacher. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of wavs. Learn a range of poems by heart and rehearse for performance. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Orally retell a range of stories, including less familiar fairy stories, myths and legends. Understanding the text Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts that they read. Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Recommend books to their peers with reasons for choices. Read books and texts that are structured in different ways for a range of purposes. Express preferences about a wider range of books including modern fiction. traditional stories. myths and legends. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform. showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Understanding texts they read independently and those which are read to them Explain the meaning of words within the context of the text. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Check that the book makes sense to them and demonstrate.

range of fiction. poetry, plays and non-fiction. Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Independently read longer texts with sustained stamina and interest. Recommend books to their peers with detailed reasons for their opinions. Express preferences about a wider range of books including modern fiction, traditional stories. fiction from our literary heritage and books from other cultures. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform using dramatic effects. Understanding texts they read independently and those which are read to them Explain the meaning of new vocabulary within the context of the text. Demonstrate active reading strategies. Use a reading journal

to record on-going

reflections and

**ELG Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabularv. Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplav.

play and drama. drawing on language from the text. Give opinions and support with reasons. Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Recall specific information in fiction and non-fiction texts. Locate parts of text that give particular information. Discuss the title and how it relates to the events in the whole story. Make basic inferences about what is being said and done. Make predictions based on what has been read so far. Participating in discussion Listen to what others say. Take turns.

meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words. Uses tone and intonation when reading aloud. Activate prior knowledge and raise questions. Check that texts make sense while reading and selfcorrect. Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. Explain and discuss their understanding, giving opinions and supporting with reasons. Develop and demonstrate their understanding of characters and events through role play and drama. drawing on language from the text. Make inferences about characters and events using evidence from the text. Make predictions based on what has been read so far. Identify how specific information is organised within a non-fiction text.

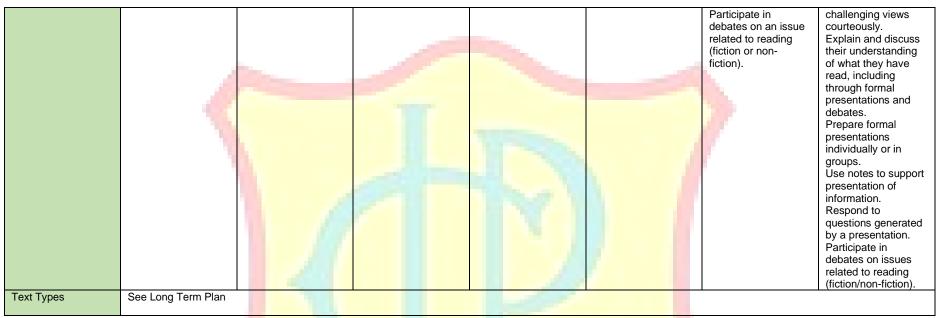
Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Discuss their understanding of the text. Raise questions during the reading process to deepen understanding. Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text. Make predictions based on details stated. Justify responses to the text using the PE prompt (Point + Evidence). Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Analyse and evaluate texts looking at language, structure and presentation. Retrieving and recording information from non-fiction Prepare for research by identifying what is already known about the subject and key questions to structure the task. Evaluate how specific information

Make predictions based on information stated and implied. Demonstrate active reading strategies. Justify responses to the text using the PE prompt. Identify, analyse and discuss themes. Draw inferences around characters' thoughts, feelings. actions and motives. and justify with evidence from the text using point and evidence. Identify main ideas drawn from more than one paragraph and summarise these. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Recognise and analyse different forms of poetry. Retrieving and recording information from non-fiction Prepare for research by identifying what is already known about the subject and key auestions to structure the task. Navigate texts in order to locate and retrieve information in print and on screen.

Demonstrate active reading strategies. Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Predict what might happen from information stated and implied. Through close reading of the text, re-read and read ahead to locate clues to support understanding. Explore themes within and across texts. Make comparisons within a text. Distinguish between statements of fact and opinion within a text. Scan for key words and text mark to locate key information. Summarise main ideas drawn from more than one paragraph and identify key details which support this. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt -Point + Evidence + Explanation. Analyse the conventions of different types of writing.

responses to personal reading. Explore texts in groups and deepen comprehension through discussion. Provide reasoned justifications for their views. Justify opinions and elaborate by referring to the text e.g. using the PEE prompt. Infer characters' feelings, thoughts and motives from their actions. justifying inferences with. Predict what might happen from information stated and implied. Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. Make comparisons within and across texts Compare characters within and across texts. Compare texts written in different periods. Recognise themes within and across Distinguish between statements of fact and opinion across a range of texts. Skim for gist.

Record information Identify how Locate information is organised within a Scan for key from non-fiction texts non-fiction text. from a range of nonlanguage, structure information. using the contents Quickly appraise a fiction texts. and presentation Use a combination of page, index, labelled text to evaluate Scan for dates, contribute to skimming, scanning diagrams and charts. usefulness. numbers and names. meaning. and close reading Participating in Analyse and Evaluating the across a text to Navigate texts in discussion evaluate how specific impact of the locate specific detail. print and on screen. Participate in Record information information is author's use of Retrieve, record, organised within a make notes and discussion about from a range of nonlanguage what is read to them. fiction texts. non-fiction text. Explore, recognise present information taking turns and Participating in Explain how and use the terms from non-fiction. listening to what discussion paragraphs are used metaphor, simile, including texts used others say. Participate in to order or build up imagery. in other subjects. Explain the effect on Make contributions in ideas, and how they discussion about Analyse the whole class and what is read to them are linked. the reader of the conventions of authors' choice of Participating in different types of group discussion. and books they have Consider other points read independently. discussion writing. language. Develop and agree Participating in Identify how of view. Participate in Listen and respond on rules for effective discussion about discussion and language, structure to contributions from what is read to them discussion. debate and presentation others. Take turns and listen and books they have Participate in contribute to to what others say. read independently. discussions about meaning. Make and respond to taking turns and books that are read Evaluating the contributions in a listening to what to them and those impact of the variety of group others say. they can read for author's use of situations themselves, building Develop, agree on language and evaluate rules on their own and Explore, recognise for effective others ideas and and use the terms discussion. challenging views personification. Make and respond to courteously. analogy, style and Explain and discuss contributions in a effect. variety of group their understanding Explain the effect on situations of what they have the reader of the read. including author's choice of through formal language and presentations and reasons why the debates. author may have Prepare formal selected these words, phrases and presentations individually or in techniques. groups. Participating in Use notes to support discussion and presentation of debate information. Participate in Respond to discussions about questions generated books, building on by a presentation. their own and others' ideas and



Sources: Early Years Foundation Stage Handbook (2020); Key Learning in Writing (Lancashire English Team)