

Curriculum Area Progression Summary

Area of Learning: Literacy – Reading - Understanding



Stage	Summary of key skills and knowledge to be acquired
4	<ul style="list-style-type: none"> Recognises and responds appropriately to (reads) familiar symbols and/or objects of reference alongside spoken language demonstrating understanding of meaning. Begins to know familiar/favourite stories including some of the words/signs/symbols Knows key visual signs in the community, for example, a toilet symbol or a bus stop symbol
5	<ul style="list-style-type: none"> Knows key parts and phrases of familiar stories, is able to recall and join in with stories or poems. Knows their own first name in print or handwriting Knows how to handle books carefully.
6	<ul style="list-style-type: none"> Knows that print carries meaning and, in English, is read from left to right and top to bottom. Knows and recognises their second name in print/handwriting Knows how to retell a simple story by recounting some key events
7	<ul style="list-style-type: none"> Discusses a book with an adult, knows how to evaluate whether they enjoyed it or not and why Knows what a 'character' is and can identify them in a shared or individual book Knows what a title is and is able to identify the title of a book
8	<ul style="list-style-type: none"> Demonstrate understanding of what they have read by retelling stories and narratives using their own words and recently introduced vocabulary. Knows that information can be retrieved from books and computers.
9	<ul style="list-style-type: none"> Knows how to read sentences with multiple clauses and paragraphs, extracting meaning from what they have read Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Knows how to make inferences on the basis of what is said and done; predicts according to what has been read so far. Demonstrates knowledge on how to discuss and clarify the meaning of new words
10	<ul style="list-style-type: none"> Reads aloud books that are closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
11	<ul style="list-style-type: none"> 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. Knows how to use non-fiction books to search for specific information Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

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<p>12</p>	<ul style="list-style-type: none"> ● Knows the meaning of common prefixes: <ul style="list-style-type: none"> ○ Un- ○ Dis- ○ Re- ○ Sub- - Knows how to use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell checker(EL2) – covered in stage 10 – this is a repetition of those skills - Read and understand sentences with more than one clause(EL2) - Knows a wide range of books types including fairy stories, myths and legends, increasing their familiarity - Knows how to draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inference with evidence
<p>13</p>	<ul style="list-style-type: none"> ● Knows how to interpret play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ● Knows a traditional tale, myth or legend and is able to recount it orally ● Knows the conventions of fiction and non-fiction texts, specifically: <ul style="list-style-type: none"> ○ narrative ○ persuasive texts ○ letter writing ○ instructional writing ○ formal writing conventions
<p>14</p>	<ul style="list-style-type: none"> ● Applies their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words that they meet ● Reads and discusses an increasingly wide range of fiction poetry, plays, non-fiction and reference books or text books ● Knows which text to select for various purposes including: <ul style="list-style-type: none"> ○ finding recipes ○ looking for news ○ selecting fiction books (explaining their choice) ○ looking up now information ○ finding the meaning of words ● drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ● Knows how language structure contributes to meaning in non-fiction texts, able to identify language structures including: <ul style="list-style-type: none"> ○ openings ○ dialogue ○ bullets ○ paragraph lengths ○ contrast