

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