



Bradwell Village School



Powerful Knowledge Progression Reading							
An end of KS1 child will come to Bradwell Village knowing:	Strand	Year Three	Year Four	Year Five	Year Six	A Year Six child will leave Bradwell Village knowing:	A KS3 child will learn:
How to read fluently, decoding most new words outside everyday spoken vocabulary. How to use a dictionary.	Word reading	<ul style="list-style-type: none"> • Can read the further exception words for Y3 	<ul style="list-style-type: none"> • Applies their growing knowledge of root words, prefixes and suffixes as listed in Y3/4 Appendix 1, both to read aloud and to understand the meaning of new words they meet • Accurately reads the further exception words for Y3/Y4 as set out in Appendix 1, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> • Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes set out in Y5 Appendix 1. 	<ul style="list-style-type: none"> • Fluently applies their growing knowledge of root words, prefixes and suffixes as listed in Y5/6 Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • Performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	How to read fluently, with expression and for a range of reasons and audiences.	To read increasingly challenging material independently through reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.

<p>That there are wide range of genres to read. To predict what might happen in a text and to draw simple inferences.</p>	<p style="text-align: center;">Comprehension</p>	<ul style="list-style-type: none"> • Reading is seen as a pleasurable activity. • Develop positive attitudes to reading. • Reads accurately and at a speed that is sufficient to focus on understanding rather than decoding individual words. • Can demonstrate experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Discuss words and phrases that capture the interest and imagination. 	<ul style="list-style-type: none"> • Sees reading as a pleasurable activity, reading books that are structured in different ways and reading for a range of purposes • Can use a dictionary to check the meaning of words that they have read • Can demonstrate experience of a wide range of range of books, including fairy stories, myths and legends, and can retell some of these orally • Understands what they read, in books they can read independently • Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> • They have a positive attitude towards reading for a range of purposes • Evidence shows experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Can demonstrate 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 • Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 	<ul style="list-style-type: none"> • They maintain a positive attitude towards reading for a range of purposes • Evidence shows experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Can demonstrate 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 • Ask questions to improve their understanding 	<p>They can recommend books giving reasons for their choices. They perform poetry and plays with a clear sense of the audience. They understand what they are reading, often asking questions to clarify wider concepts. They make sensible predictions and justify inferences with evidence from the text. They can make comparisons across texts and summarise across paragraphs.</p>	<p>Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension read critically through: Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features.</p> <p>Recognise a range of poetic conventions and understanding how these have been used</p>
	<p style="text-align: center;">Retrieval</p>	<ul style="list-style-type: none"> • Retrieves and records information from non-fiction, using contents pages to locate information. 	<ul style="list-style-type: none"> • Can retrieve and record information from non-fiction Identify main ideas drawn from more than 1 paragraph and summarise these 	<ul style="list-style-type: none"> • Can distinguish between statements of fact and opinion • In using non-fiction, accurately retrieves from non-fiction using contents pages and indexes, records and can summarise information found. 	<ul style="list-style-type: none"> • Efficiently retrieves, records and presents information from non-fiction 		

	Inference and deduction	<ul style="list-style-type: none"> • Draws simple inferences such as inferring characters' feelings 	<ul style="list-style-type: none"> • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Asks questions to improve their understanding • Predict what might happen from details stated and implied. 	<ul style="list-style-type: none"> • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Identifies and discusses re-occurring themes across books • Provides reasoned justifications for their views. • Participate in discussions, explaining their understanding of what they have read using notes where necessary. 	<ul style="list-style-type: none"> • Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea. 		
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