



# DOG KENNEL HILL PRIMARY SCHOOL

## History Progression of Knowledge and Skills Map



KNOWLEDGE/ SKILL	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>WORD READING</b></p> <p>GPCs = Grapheme Phoneme Correspondences.</p> <p>This means the links readers make between the letters, or groups of letters, and the sounds they make.</p>	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Respond speedily with the correct sound to graphemes for up to all 40+ phonemes.</li> <li>Read accurately by blending sounds in unfamiliar words.</li> <li>Read common exception words.</li> <li>Read words containing -s, -es, -ing, -ed, -er and -est endings.</li> <li>Read other words of more than one syllable that contain taught GPCs.</li> <li>Read words with contractions and understand that the apostrophe represents the omitted letter(s).</li> <li>Read aloud accurately books that are consistent with their developing phonic knowledge.</li> <li>Re-read these books to build up their fluency and</li> </ul>	<p><i>Year 1 content, plus...</i></p> <ul style="list-style-type: none"> <li>Recognise alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables and words containing common suffixes.</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> </ul>	<p><i>Year 1 and 2 content, plus...</i></p> <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p><i>Year 1, 2 and 3 content, plus...</i></p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p><i>Year 1, 2, 3 and 4 content, plus...</i></p> <p>Use intonation to make the meaning clear.</p>	<p>Word Reading</p> <p>GPCs = Grapheme Phoneme Correspondences.</p> <p>This means the links readers make between the letters, or groups of letters, and the sounds they make.</p>



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THEMES AND CONVENTIONS	<p>confidence in word reading.</p> <ul style="list-style-type: none"> <li>Listening to and discuss a range texts at a level beyond that at which they can read independently.</li> <li>Link what they read or hear read to their own experiences.</li> <li>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>Learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>	<p><i>Year 1 content, plus...</i></p> <ul style="list-style-type: none"> <li>Listen to and discuss classic texts at a level beyond what they can read independently.</li> <li>Introduced to non-fiction books that are structured in different ways</li> <li>Build up a repertoire of poems learnt by heart</li> </ul>	<p><i>Year 1 and 2 content, plus...</i></p> <ul style="list-style-type: none"> <li>Listen to and discuss plays, reference books and textbooks.</li> <li>Increase ability to re-tell fairy tales, myths and legends orally.</li> <li>Identifying themes and conventions in a wide range of books.</li> </ul>	<p><i>Year 1, 2 and 3 content, plus...</i></p> <ul style="list-style-type: none"> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Identify how language, structure, and presentation contribute to meaning.</li> </ul>	<p><i>Year 1, 2, 3 and 4 content, plus...</i></p> <ul style="list-style-type: none"> <li>Increase their familiarity with a wider range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>Recommend books that they have read to their peers, giving reasons for their choices.</li> </ul>	Themes and Conventions
COMPREHENSION	<ul style="list-style-type: none"> <li>Listening to and discuss a range texts at a level beyond that at which they can read independently.</li> <li>Link what they read or hear read to their own experiences.</li> </ul>	<p><i>Year 1 content, plus...</i></p> <ul style="list-style-type: none"> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Draw on what they already know or on</li> </ul>	<p><i>Year 1 and 2 content, plus...</i></p> <ul style="list-style-type: none"> <li>Identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>Retrieve and record information from non-fiction.</li> </ul>	<p><i>Year 1, 2 and 3 content, plus...</i></p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p><i>Year 1, 2, 3 and 4 content, plus...</i></p> <ul style="list-style-type: none"> <li>Make comparisons within and across books.</li> <li>Explain and discuss their understanding of what they have read, including through formal</li> </ul>	Comprehension



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	<ul style="list-style-type: none"> <li>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>Learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>	background information and vocabulary provided by the teacher.			presentations and debates, maintaining a focus on the topic and using notes where necessary.	
<b>INFERENCE</b>	<ul style="list-style-type: none"> <li>Listening to and discuss a range texts at a level beyond that at which they can read independently.</li> <li>Link what they read or hear read to their own experiences.</li> <li>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>Learning to appreciate rhymes and poems, and to recite some by heart.</li> </ul>	<i>Year 1 content, plus...</i> Answer and ask questions based on what has been read so far.	<i>Year 1 and 2 content, plus...</i> <ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.</li> <li>Predicting what might happen from details stated and implied.</li> </ul>	<i>Year 1, 2 and 3 content, plus...</i> Draw inferences and justifying inferences with evidence.	<i>Year 1, 2, 3 and 4 content, plus...</i> <ul style="list-style-type: none"> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>Provide reasoned justifications for their views.</li> </ul>	Inferences



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<b>LANGUAGE FOR EFFECT</b>	<ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>					
	<ul style="list-style-type: none"> <li>Recognise and join in with predictable phrases.</li> </ul>	<p><i>Year 1 content, plus...</i></p> <ul style="list-style-type: none"> <li>Recognising simple recurring literary language in stories and poetry.</li> <li>Discuss their favourite words and phrases.</li> </ul>	<p><i>Year 1 and 2 content, plus...</i></p> <ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that they have read.</li> <li>Discussing words and phrases that capture the reader's interest and imagination.</li> </ul>	<p><i>Year 1, 2 and 3 content, plus...</i></p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry].</p>	<p><i>Year 1, 2, 3 and 4 content, plus...</i></p> <ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>Distinguish between statements of fact and opinion. Identifying how language, structure and presentation contribute to meaning.</li> </ul>	Language for Effect