

Rise Park Primary and Nursery Languages Skills Progression: Reading



EYFS		KS1		KS2			
		<ul style="list-style-type: none"> ➤ Use phonic knowledge to identify written words as they are read out loud. ➤ Use phonic knowledge to start to read aloud independently. ➤ Begin to read and select words from lists, identifying the English meaning. 		<ul style="list-style-type: none"> ➤ Use phonemic and grammatical knowledge to support fluency and understanding when reading. ➤ Understand short passages made up of familiar language and simple sentences. ➤ Begin to use a bilingual dictionary, with support. 		<ul style="list-style-type: none"> ➤ Use grammatical knowledge to increase accuracy when editing writing. ➤ Understand longer passages made up of familiar and unknown language in more complex sentences. ➤ Identify the main points and some details. 	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Share reading of Spanish stories with teacher (paying attention to the direction of the script and initial letters linked to sounds).</p> <p>-Join in with repetition of some key words in stories.</p>	<p>- Begin to recognise high frequency words from their initial letters.</p> <p>-Continue to join in with familiar words and phrases in stories.</p>	<p>- Identify high frequency words when hearing them read aloud, linking key Spanish phonemes to graphemes.</p> <p>-Apply phonic knowledge to start to read ñ ll qu g/j out loud.</p> <p>- Attempt to read key words aloud, using key grapheme-phoneme knowledge and rhyming words.</p>	<p>- Start to identify and read high frequency words independently, without hearing them read aloud (translation).</p> <p>- Identify the correct word from vocabulary topic lists to substitute into gapped sentences.</p> <p>-Be introduced to using a topic glossary.</p>	<p>-Identify the gender of an unknown noun and if it is sing/plural (regular plurals) from its end spelling e.g mesa / perro.</p> <p>- Begin to read some previously unseen words, using grapheme-phoneme knowledge to sound them out accurately.</p> <p>- Recognise the conjunctions <i>and</i>, <i>but</i>, <i>or</i> in a written sentence and understand their meaning.</p> <p>-Begin to spot sight cognates and "false friends".</p> <p>- Match phrases and sentences to pictures or themes.</p> <p>*Linked to MTPs.</p> <p>-Start to use a bilingual dictionary to find unknown words, with support.</p>	<p>- Confidently select words from lists and use a bilingual dictionary to support independent writing.</p> <p>-Begin to use a bilingual dictionary to identify noun genders.</p> <p>- Start to sequence segments of a written text, working with a partner.*</p> <p>- Show understanding of the main points of a written text containing cognates and familiar language.*</p> <p>-Begin to understand the key points of a written text well enough to answer true/false questions. *Linked to MTPs.</p>	<p>- Start to find errors in own and peer writing, applying grammatical knowledge to do so (self and peer assessment).</p> <p>- Identify irregular plural nouns and noun-adjectival agreement in longer written texts.</p> <p>- Sequence segments from a text through understanding of the context but also of punctuation, conjunctions and adjectival phrases.*</p> <p>- Begin to find specific information in a text, using translation skills.*</p> <p>- Begin to use a bilingual dictionary to identify noun genders and appropriate adjectival endings.</p> <p>*Linked to MTPs.</p>	<p>-Apply grammatical knowledge to answer questions in English and Spanish about a written text.*</p> <p>- Answer some written questions posed in Spanish (based on KQ's studied throughout school), using differentiated answers.</p> <p>- Start to identify the tense of a written sentence from its time phrase and verb ending using predicate patterns.</p> <p>- Identify text types from their structure and syntax.</p> <p>- Use a bilingual dictionary.</p> <p>*Linked to MTPs.</p>

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