**Progression in Reading**

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| **VOCABULARY**  |
| **Reading Content Domains** |
| **1a** | **2a** |
| **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| \*discussing word meanings, linking new meanings to those already known\*Join in with predictable phrases\*use vocabulary given by the teacher***To do this I must already know…*****That words have meanings.****That different words can mean the same thing.****That stories and poems can have repeating patterns.** | \*discussing and clarifying the meanings of words; link new meanings to known vocabulary \*discussing their favourite words and phrases\* recognise some recurring language in stories and poems***To do this I must already know…*****That many different words can mean the same thing or offer an extra layer of meaning e.g. the difference between walked and wandered.****That simple thesaurus cards can help me find words that have similar meanings.****I know that stories have a beginning, middle and end and that I can use actions or story boards to help retell a story.****I know to listen carefully to a story in order to find repetition.****I know where a glossary is and that this will define the meaning of unfamiliar words.** | \*use dictionaries to check the meaning of words that they have read\*discuss words that capture the readers interest or imagination\*identify how language choices help build meaning\*find the meaning of new words using substitution within a sentence.***To do this I must already know…*****Alphabetical order in order to use a dictionary or thesaurus.****That a dictionary defines words whereas a thesaurus provides synonyms.****I know that different texts have different vocabulary choices e.g. the difference between fiction and non-fiction.****I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.** | \*using dictionaries to check the meaning of words that they have read\*use a thesaurus to find synonyms\*discuss why words have been chosen and the effect these have\*discuss new and unusual vocabulary and clarify the meaning of these\*find the meaning of new words using the context of the sentence.***To do this I must already know…*****Alphabetical order in order to use a dictionary or thesaurus.****That a dictionary defines words whereas a thesaurus provides synonyms.****I know that different texts have different vocabulary choices e.g. the difference between fiction and non-fiction.****I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.** | \*explore the meaning of words in context, confidently using a dictionary\*discuss how the author’s choice of language impacts the reader\*evaluate the authors use of language\*investigate alternative word choices that could be made\*begin to look at the use of figurative language\*use a thesaurus to find synonyms for a larger variety of words\*re-write passages using alternative word choices\*read around the word’ and \*explore its meaning in the broader context of a section or paragraph.**To do this I must already know…****That an author chooses words carefully and that changing these can change the mood of the text.****I begin to know that figurative language includes simile, personification and metaphor.****I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.** | \*evaluate how the authors’ use of language impacts upon the reader\*find examples of figurative language and how this impacts the reader and contributes to meaning or mood.\*discuss how presentation and structure contribute to meaning.\*explore the meaning of words in context by ‘reading around the word’ and independently \*explore its meaning in the broader context of a section or paragraph.***To do this I must already know…*****How to use a dictionary, thesaurus and glossary, confidently using alphabetical order.****To evaluate means to think about how well something worked****I know that an author chooses words carefully and that changing these can change the mood of the text.****I know that words have similar or different meanings.****I know that figurative language includes simile, personification, hyperbole and metaphor and I can find these in texts.** |

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| **INFERENCE** |
| **Reading Content Domains** |
| **1d** | **2d**  |
| **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| \*children make basic inferences about characters’ feelings by using what they say as evidence.\*infer basic points with direct reference to the pictures and words in the text.\*discuss the significance of the title and events ***To do this I must already know…*****I know that some words can hint at meaning e.g ‘cried’ means they were upset.****I know that pictures can show me how a character feels or what a setting is like.**  | \*make inferences about characters’ feelings using what they say and do.\*infer basic points and begin, with support to pick up on more subtle references.\*answering and asking questions\* use pictures or words to make inferences***To do this I must already know…*****That an inference question is answered by looking for clues in a word, text or image.****That a word can hint at how a character is feeling e.g. ‘he panted heavily’ means a character is tired.** | \*children can infer characters’ feelings, thoughts and motives from their stated actions. \*justify inferences by referencing a specific point in the text.\*ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.\*make inferences about actions or events***To do this I must already know…*****That many words convey meaning and that these provide hints or clues about actions or events.** | \*ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives (I know this because questions)\*infer characters’ feelings, thoughts and motives from their stated actions. \*consolidate the skill of justifying them using a specific reference point in the text***To do this I must already know…*****That many words convey meaning and that theseprovide hints or clues about actions or events.****That authors often show us rather than explicitly tell us.** | \*drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.\*make inferences about actions, feelings, events or states\*use figurative language to infer meaning \*give one or two pieces of evidence to support the point they are making. \*begin to draw evidence from more than one place across a text.***To do this I must already know…*****That many words convey meaning and that theseprovide hints or clues about actions or events, including figurative language.****That authors often show us rather than explicitly tell us.** | \*drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.\*discuss how characters change and develop through texts by drawing inferences based on indirect clues.\*make inferences about events, feelings, states backing these up with evidence.\*infer characters’ feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text***To do this I must already know…*****That words provide hints or clues about actions or events, including figurative language.****That I back up inference questions with evidence, sometimes from more than one place in a text.****That authors often show us rather than explicitly tell us.****That authors choose powerful, meaning laden words to create atmosphere or mood.** |

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| **PREDICTION** |
| **Reading Content Domains**  |
| **1e** | **2e** |
| **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| \*predicting what might happen on the basis of what has been read so far.\*make simple predictions based on the story and on their own life experience. \*begin to explain these ideas verbally or though pictures. Adults might scribe their ideas.***To do this I must already know…*****That a prediction is me giving my opinion about what might happen next.****That some stories have similar plots e.g. happy endings in fairy stories.****That I can use picture clues to make a prediction.** | \*predicting what might happen on the basis of what has been read so far\* make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them***To do this I must already know…*****That many stories have similar endings or characters.****That a prediction is a sensible guess.** | \*justify predictions using evidence from the text.\*use relevant prior knowledge to make predictions and justify them. \*use details from the text to form further predictions.***To do this I must already know…*****That stories contain a climax and resolution.****That my knowledge of other texts can help me to make predictions (make links between texts).****That predictions must be justified e.g. I think this because…** | \*justify predictions using evidence from the text.\*use relevant prior knowledge as well as details from the text to form predictions and to justify them.\*monitor these predictions and compare them with the text as they read on***To do this I must already know…*****That I can use my own experiences or evidence from other stories to make predictions,****That my knowledge of other texts can help me to make predictions (make links between texts).****That predictions must be justified e.g. I think this because…** | \*predicting what might happen from details stated and implied\*support predictions with relevant evidence from the text. \*confirm and modify predictions as they read on.***To do this I must already know…*****That implied means a hint or suggestion in the text.****To use a wide range of evidence to justify my predictions.****That to justify my opinion means to support it with more than one piece of evidence.****That many stories / genre share plot development.** | \*predicting what might happen from details stated and implied\*support predictions by using relevant evidence from the text. \*confirm and modify predictions in light of new information.***To do this I must already know…*****That implied means a hint or suggestion in the text.****To use a wide range of evidence to justify my predictions.****That to justify my opinion means to support it with more than one piece of evidence.****That many stories / genre share plot development.** |

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| **EXPLANATION** |
| **Reading Content Domains** |
| **1c** |  **2f, 2g, 2h**  |
| **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| \*give my opinion including likes and dislikes (not nc objective).\*link what they read or hear to their own experiences\*explain clearly my understanding of what has been read to them***To do this I must already know…*****That my opinion is what I think, backed up with evidence from the text.****That characters often have the same experiences.****That because helps me to explain my views.** | \*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves\*express my own views about a book or poem\*discuss some similarities between books\*listen to the opinion of others***To do this I must already know…*****That my answer should contain because or as.****That I can use my own experiences to answer questions.****That some books can share similarities.** | \*discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books\*identifying how language, structure, and presentation contribute to meaning\*recognise authorial choices and the purpose of these***To do this I must already know…*****That texts are arranged in order to aid meaning.****The title, contents page, index, glossary, subheading, captions, diagrams.****That the mood is the feeling created by the author.****That stories often have messages.****That my opinion must be justified with evidence from the text.** | \*discussing words and phrases that capture the reader’s interest and imagination \*identifying how language, structure, and presentation contribute to meaning\*recognise authorial choices and the purpose of these***To do this I must already know…*****That texts are arranged in order to aid meaning.****The title, contents page, index, glossary, subheading, captions, diagrams.****That the mood is the feeling created by the author.****That stories often have messages.****That a point of view is an author or characters belief.****That my opinion must be justified with evidence from the text.** | \*provide increasingly reasoned justification for my views\*recommend books for peers in detail\*give reasons for authorial choices\*begin to challenge points of view\*begin to distinguish between fact and opinion\*identifying how language, structure and presentation contribute to meaning \*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader\*explain and discuss their understanding of what they have read, including through formal presentations and debates.***To do this I must already know…*****That I need to back up my answer with evidence from the text.****That people have different points of view.****To listen to differing views and weigh up arguments.****That predictions must be justified with more than one piece of evidence e.g. I think this because of… and…** | \*provide increasingly reasoned justification for my views\*recommend books for peers in detail\*give reasons for authorial choices\*begin to challenge points of view\*begin to distinguish between fact and opinion\*identifying how language, structure and presentation contribute to meaning \*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader\*explain and discuss their understanding of what they have read, including through formal presentations and debates.\*distinguish between fact and opinion explaining how they know this.***To do this I must already know…*****That I need to back up my answer with evidence from the text or my own opinions / experiences.****That people have different points of view.****To listen to differing views and weigh up arguments.****That predictions must be justified with more than one piece of evidence e.g. I think this because of… and…****I know that a fact is a true statement whereas an opinion is a belief which may or may not be true (I have experience of writing fact and opinion).** |

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| **RETRIEVAL** |
| **Reading Content Domains** |
| **1b** | **2b** |
| **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| \*answer a question about what has just happened in a story.\*develop their knowledge of retrieval through images.\*recognize characters, events, titles and information.\*recognize differences between fiction and non-fiction texts.\*retrieve information by finding a few key words.***To do this I must already know…*****To listen carefully to a story and join in with actions.****That some books are fiction and some books give me information (non-fiction).****That fiction and non-fiction books are organized differently and be able to find a contents page, title, blurb.****That a blurb gives me information about a text** **That a key word in a question will help me find an answer in the text.** | \*independently read and answer simple questions about what they have just read. \*asking and answering retrieval questions\*draw on previously taught knowledge***To do this I must already know…*****That words or phrases carry meaning.****That answers can be found directly in the text.****That I can underline an answer in the text.** | \*learn the skill of ‘skim and scan’ to retrieve details. \*begin to use quotations from the text.\*retrieve and record information from a fiction text.\*retrieve information from a non-fiction text***To do this I must already know…*****Where a glossary or index is and where I can locate these.****To look back at the text for exact words or phrases.****To scan the text for key words.** | \*confidently skim and scan texts to record details,\*using relevant quotes to support their answers to questions. \*retrieve and record information from a fiction or non-fiction text.***To do this I must already know…*****Where a glossary or index is and where I can locate these.****To look back at the text for key words or phrases, these are often in the question.****To scan the text for key words.** | \*confidently skim and scan, and also use the skill of reading before and after to retrieve information. \*use evidence from across larger sections of text\*read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.\*retrieve, record and present information from non-fiction texts.\*ask my own questions and follow a line of enquiry.***To do this I must already know…******How to skim and scan*****That there are many genre of fiction book, each with their own unique features.****Some of the features of the different genre e.g. traditional tales, quest, myths etc.****I can use some question stems to ask and answer my own questions.** | \* Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. \*They use evidence from across whole chapters or texts\*Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.\*Retrieve, record and present information from a wide variety of non-fiction texts.\*Ask my own questions and follow a line of enquiry.***To do this I must already know…*****That there are many genre of fiction book, each with their own unique features.****That non-fiction texts are organized in different ways e.g. fact boxes, captions, diagrams, flow charts.****Some of the features of the different genre e.g. traditional tales, quest, myths etc.****I can use some question stems to ask and answer my own questions.** |

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| **SEQUENCING/SUMMARISING** |
| **Reading Content Domains**  |
| **1c** | **2c** |
| **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| \*retell familiar stories orally e.g fairy stories and traditional tales\*sequence the events of a story they are familiar with\*begin to discuss how events are linked***To do this I must already know…*****The plot of a few key traditional tales and fairy tales.****Traditional story language such as once upon a time, happily ever after.****Know some simple time words eg. after, next, then.** | \*discuss the sequence of events in books and how items of information are related.\*retell using a wider variety of story language.\*order events from the text. \*begin to discuss how events are linked focusing on the main content of the story.***To do this I must already know…*****A variety of time words.****That story boards or actions can help me to sequence events.****That stories often share plot development and need a beginning, middle and end.** | \*identifying main ideas drawn from a key paragraph or page and summarising these\*begin to distinguish between the important and less important information in a text. \*give a brief verbal summary of a story.\*teachers begin to model how to record summary writing.\*identify themes from a wide range of books***To do this I must already know…*****That a summary is the main point or events of a text.** **How to retell orally using story maps.****How to use time adverbials to sequence key events.** | \*use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.\*identifying main ideas drawn from more than one paragraph.\*identify themes from a wide range of books\*summarise whole paragraphs, chapters or texts***To do this I must already know…*****That a summary uses only essential words or phrases.****How to condense information into key words or sentences (in a nutshell).****How to use time adverbials to sequence key events.**  | \*summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.\*make connections between information across the text and include this is an answer.\*discuss the themes or conventions from a chapter or text\*identify themes across a wide range of writing***To do this I must already know…*****That a summary uses only essential words or phrases, including those derived from the text to give an overview.****How to condense information into key words or sentences (in a nutshell).** | \*summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. \*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas\*make comparisons across different books.\*summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. ***To do this I must already know…*****That a summary uses only essential words or phrases, including those derived from the text to give an overview.****How to condense information into key words or sentences (in a nutshell).** |