**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).** |