# Progression in Reading Skills

## WORD READING

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| Blend new words to read new words I know

Read words with more than 1 syllable

Read contractions

Read words ending is –s, -es, -ing, -ed, -er, -est

Read books which include Phase 5 phonics that have been taught

Self-correct if reading does not make sense

Read all of the Phase 5 common exception words | Read Phase 6 sounds

Read aloud using expression

Self-correct when reading aloud

Blend alternative sounds for graphemes

Read words with 2 or more syllables that contain Phase 6 graphemes

Read words with almost all common suffixes (e.g. enjoyment, sadness, careful, hopeless, badly)

Read most familiar words quickly and accurately.

Read all of the Phase 6 common exception words

Read all of the Year 2 common exception words | Read aloud a range of text types fluently and understand the meaning of new words using my knowledge of root words, prefixes and suffixes

Can independently perform poems, stories and play scripts using some intonation, tone, volume and action

Can read 75% of the Year 3/4 common exception words

Independently use a dictionary to check for the meaning of words encountered in reading.

Can read aloud with speed, fluency, accuracy and enthusiasm for age-appropriate texts | Read aloud a range of text types fluently and understand the meaning of new words using my knowledge of root words, prefixes and suffixes

Use knowledge of the alphabet to locate information e.g. glossary, index etc

Perform poems, stories and play scripts using intonation, tone and volume and using a range of approaches to aid understanding.

Read all of the Year 3/4 common exception words.

Can read aloud with speed, fluency, accuracy and enthusiasm for age-appropriate texts | Decode most words, ambitious words and phrases in context using knowledge of root words, prefixes and suffixes

Read aloud with appropriate intonation, tone and volume

Read at least 75% of the Year 5/6 common exception words

Read aloud with pace, fluency and expression, taking in to account a wide range of presentational devices and punctuation. | Apply knowledge of a wider range of root words, suffixes and prefixes to understand new words and read aloud effectively.

Apply word reading skills to read challenging texts in an articulate and fluent manner

Read all of the Year 5/6/ common exception words.

Read aloud fluently and effortlessly a wide variety of texts |

## VOCABULARY (2a)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Recognise vocabulary associated with different genres provided by the teacher

Discuss word meanings, linking new meanings to those already known

Recognise and join in with predictable phrases | Recognise simple recurring literary language in stories and poems e.g. repetition

Discuss and clarify the meanings of new words, linking new meanings to known vocabulary

Discuss their favourite words and phrases from the text | Identify patterns in language, e.g. repetition, rhyme, alliteration

Discuss and clarify the meanings of new words, linking new meanings to known vocabulary

Begin to use a range of skills (such as morphology and word classes) to identify the | Identify and generate words with similar and opposite meanings

Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet

Explain the meaning of words in given contexts | Identify figurative language devices

Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context

Discuss how language contributes to the overall meaning | Identify words and phrases that create a particular mood, feeling or attitude including figurative language

Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context |

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| Speculate about the possible meanings of unfamiliar words met in reading | | meaning of unknown words to help place them in to context<br><br>Discuss words and phrases that capture the reader's interest and imagination | Begin to discuss language to extend their interest in the meaning and origin of words<br><br>Begin to use dictionaries to check the meaning of words they have read<br><br>Discuss words and phrases that capture the reader's interest and imagination, giving reasons for their choices | Check the plausibility and accuracy of their explanation or inference of unknown word meaning. | Explain how words and phrases create a particular mood, feeling or attitude<br><br>Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes<br><br>Demonstrates a positive attitude to reading frequently reading for pleasure.<br><br>Check the plausibility and accuracy of their explanation or inference of unknown word meaning. |

## RETRIEVAL (2b)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| Answer simple questions about characters, settings and key events in a story<br><br>Retrieves key information from a text<br><br>Answer simple questions / find information in response to a direct, literal question | Answer questions about characters, settings and key events in a story<br><br>Answer retrieval questions about key information in a non-fiction text<br><br>Scan text to find given words and phrases<br><br>Ask relevant questions about a story or non-fiction text<br><br>Locate specific information on a given page in response to a question | Find and select the word/s in a section of a text to answer retrieval questions<br><br>Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents) to retrieve information<br><br>Generate retrieval questions for a section of fiction or non-fiction texts which are relevant<br><br>Retrieve and record information from non-fiction<br><br>Use text marking to support retrieval or information or ideas from texts | Find and select words and phrases to answer retrieval questions from different sections of unknown texts<br><br>Scan different sections of unknown texts (fiction and non-fiction) to find missing information<br><br>Generate retrieval questions for a section of fiction or non-fiction texts which are relevant<br><br>Retrieve and record information from both fiction and non-fiction<br><br>Locate information quickly and effectively from a range of sources | Find and select words and phrases from across a whole text to answer retrieval questions<br><br>Scan different texts to find evidence to support answers to questions<br><br>Speed read or skim the text to gain the gist or main idea<br><br>Ask relevant retrieval questions which explore the detail of a text or which require comparison across fiction and non-fiction<br><br>Appraise a text quickly and effectively | Find, select and combine relevant words and phrases from more than one text/source to support answers to retrieval questions<br><br>Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum<br><br>Generate retrieval questions relevant to different sections of a non-fiction text<br><br>Ask relevant retrieval questions about different sections of a story that has been read<br><br>Appraise a text quickly, deciding on its value, quality or usefulness |

| | | | | | Use quotations and text references to support ideas and arguments |
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## SEQUENCE & SUMMARISE (2c)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| Sequence pictures for the beginning, middle and end of a story that has been read to them.

Identify and discuss the setting and names of the characters in a story.

Can discuss main events in a story

Appreciate rhymes and poems and recite some by heart | Sequence events from a story, explaining reasons for choices

Explain and discuss the key information from what is seen or read.

Discuss the order of events in books and explain how the information is related

Recount the main events in a wide range of age-appropriate stories, fairy tales and traditional tales

Develop understanding of books that are structured in different ways | Sequence pictures or texts from a story or non-fiction text that has been read to them, justifying reasons for their choices.

Retell a wide range of stories orally using actions and visual clues

Summarise orally and in writing the main points from a paragraph using a wider range of prompts

Identify main ideas drawn from one paragraph and summarise these (fiction and non-fiction)

Understand the distinction between fact and fiction | Show understanding of the text by sequencing a selection of unknown text so they make sense as a whole.

Retell a wide range of texts orally in a balanced and clear way

Summarise orally and in writing the main points from several paragraphs or sections of a text

Make brief summaries at regular intervals when reading. | Sequence sections/outlines of unknown texts based upon knowledge of genre features

Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this

Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.

Summarise & present a familiar story using own words | Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flashbacks

Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this

Make regular, brief summaries of what has been read, linking these to previous predictions.

Secure skimming & scanning skills so that research is fast and effective

Use what is read selectively to present relevant information to an audience

Summarise & present a familiar story using own words |

## INFERENCE (2d)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| To begin to make simple inferences

Link what they are reading to their own experience.

Explore characters through role play and drama

Make inferences from what a character does or says | To make inferences on the basis of what is being said and done.

Can demonstrate sympathy with characters looking at descriptions & actions.

Selects the appropriate text to answer a question and begins to use evidence from the text to identify the main point(s) | To ask and answer questions appropriately including some simple inference questions based on characters' feelings, thoughts and motives.

Identify and discuss main characters, evaluate their behaviour and justify views, making links with their own experiences | To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.

Begin to distinguish between fact and opinion.

Can summarise how a setting affects characters' | To draw inferences from characters' feelings, thoughts and motives and justifying with evidence.

Infer messages, moods, feelings and attitudes across a text – referring to different points where information has been implied.

Link what they read to what they know (prior knowledge & | To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).

Evaluate relationships between characters (behaviours / reactions to each other) and explore the writer's viewpoint of characters. |

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| | Take on the role of a character e.g. speech bubbles, notes from one character to another or other drama techniques | Link what they are reading to prior knowledge & experience and to knowledge of similar texts.<br><br>Explore characters' actions and feelings through role play such as hot seating<br><br>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.<br><br>Ask questions to improve their understanding of a text | appearance, actions & relationships<br><br>Understand and explain different characters' point of view and identify relationships between characters.<br><br>Explore characters' actions and feelings through role play such as hot seating<br><br>Develop appropriate empathy through expression<br><br>Ask questions to improve their understanding of a text | experience), knowledge of texts and to what they have read in previous sections, to make inferences and deductions.<br><br>Can distinguish between fact and opinion.<br><br>Clarify thinking by elaborating on and justifying views, using additional evidence & linking to wider knowledge / experiences.<br><br>Identify conventions across non-fiction texts and can offer reasons for why the author may have chosen to do this.<br><br>Explore contrasting characters' feelings, thoughts, actions and motives through role play such as hot seating | Link what they read to what they know (prior knowledge & experience), knowledge of texts and to what they have read in previous sections, to make inferences and deductions.<br><br>Can distinguish between fact and opinion.<br><br>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.<br><br>Draw reasoned conclusions from non-fiction texts which present differences of opinion<br><br>Explain the underlying theme in poetry<br><br>Use clear quotations and textual references to support ideas, arguments, inferences and predictions.<br><br>Present ideas in role as an expert authority e.g. debate |

## PREDICTION (2e)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| To predict what might happen on the basis of what has been read so far<br><br>Predicts events and endings<br><br>Make predictions based on clues such as pictures, illustrations and titles. | To predict what might happen on the basis of what has been read so far in a text.<br><br>Make predictions using knowledge of characters, plot and language.<br><br>Use immediate clues and what has been read already to make predictions about what is going to happen or what they will find out. | To justify predictions using evidence from the text.<br><br>Indicate the strength or likelihood of their predictions being correct.<br><br>Predict what might happen from details stated or implied<br><br>Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout reading. | To justify predictions from details stated and implied.<br><br>Predict what might happen from details stated or implied<br><br>Make predictions about a text based on prior knowledge of the topic, event or type of text and modify predictions as more reading is completed. | To make predictions based on details stated and implied, justifying them in detail with evidence from the text.<br><br>Make regular and increasingly plausible predictions as reading progresses through a text, modifying ideas as they go.<br><br>Recognise which character the writer wants the reader to like or dislike | Use clear quotations and textual references to support ideas, arguments, inferences and predictions.<br><br>Provide reasoned justifications for their predicted views.<br><br>Make predictions using details which are stated and/or implied in the text<br><br>Make plausible predictions and explain what these are being based on. |

# EXPLAINING CONTENT / TEXT STRUCTURE (2f)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line

Identify the title, blurb and author or a story or non-fiction book

Discuss the significance of the title

Recognise some typical characters and settings of fairy stories and traditional tales

Understand the difference between fiction and non-fiction

Begin to describe the overall structure of a story

Can point to capital letters, full stops, question marks and exclamation marks and say why a writer has used them. | Read non-fiction texts that are structured in different ways

Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary

Recognise and describe some typical features, similarities and differences between fiction and non-fiction texts

Describe the overall structure of a story

Recognise simple recurring literary language in stories and poetry | Read fiction and non-fiction texts that are structured in different ways

Name and describe the functions of a range of common organisers in non-fiction texts (those in Y2 plus sub-headings and diagrams)

Use a range of structural organisers (see previous point) to retrieve information from non-fiction texts

Recognise and name some different forms of poetry

Understand how writers use paragraphs and chapters to group related ideas | Read fiction and non-fiction texts that are structured in different ways

Name, use and describe the function of a wider range of common organisers in non-fiction texts (those in Y2/Y3 plus captions, labels, bibliography)

Use a range of structural organisers (see previous point) to retrieve information from non-fiction texts

Recognise and describe the typical features of a wider range of forms of poetry

Recognise and describe some features of fiction genres

Refer to parts of stories and poems when speaking about a text using terms such as chapter, scene and stanza | Read fiction and non-fiction texts that are structured in different ways

Identify structural organisers and make comparisons within and across books

Explain why the author has chosen to structure/present the text in particular ways or use a particular structural organiser

Identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres

Explain how language, structure and presentation contribute to the meaning of the text and are appropriate to the intended audience (and justify this) | Read fiction and non-fiction texts that are structured in different ways

Identify structural organisers and make comparisons within and across books

Discuss the effectiveness of different structures/presentations of fiction and non-fiction

Identify, compare and contrast the features of a range of fiction genres

Recognise main ideas within paragraphs in age appropriate books

Explain how language, structure and presentation contribute to the meaning of the text

Explore viewpoint of text and how this influences the reader's view of events |

# AUTHOR'S USE OF LANGUAGE (2g)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| Discuss word meaning and link new meanings to those already known

Explore the effect of patterns of language and repeated words and phrases | Discuss and clarify the meanings of words, linking new meanings to known vocabulary.

Speculate why an author might have chosen a particular word and the effect they were wanting to achieve – e.g. by considering alternative synonyms that might have been used. | Discuss authors' choice of words and phrases for effect e.g. adjectives and expressive verbs that capture the reader's interest and imagination.

Begin to identify where language is used to create mood, build tension or create a picture | Explain why the author has used a particular word or phrase

Identify words and phrases that intrigue and explain how it affects the reader e.g. creating moods, arouse expectations, build tension

Discuss vocabulary used to capture readers' interest and imagination | Compare the impact of different language devices within a text

Discuss how authors use figurative language and the impact of these on the reader (similes, metaphors, idiomatic language)

Identify and explain subject specific language and how it helps the reader to understand the text. | Compare the impact of language devices across texts

Consider the impact on the reader of a range of vocabulary and language devices

Appreciate and explain how a set of sentences have been arranged to create maximum effect. |

| | | | Identify how language, structure and presentation contribute to meaning.<br><br>Identify clues which suggest that poems are new or old e.g. archaic language | Evaluate the use of authors' language and explain how it has created an impact on the reader – to persuade, to entice etc. | Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.<br><br>Identify and explain idiomatic phrases, expressions and comparisons met in texts |
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## COMPARISONS (2h)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.<br><br>To link what is read to own experiences<br><br>Discuss and compare events or topics that have been read or listened to. | Participate in discussion about books, poems and other words that are read to them – at a level above their own and those that can be read themselves, explaining and expressing views.<br><br>Identify, collect and compare common themes in stories and poems.<br><br>Make comparisons of characters and events in narratives.<br><br>Make choices between texts giving simple reasons for the differences | Compare and contrast features of stories read<br><br>Recognise similarities and difference between texts, e.g. plot, topic, index, glossary, captions<br><br>Compare and contrast writing by the same author.<br><br>Recognise some different forms of poetry | Recognise some different forms of poetry and describe their features (e.g. ballads, limericks)<br><br>Identify and discuss some themes and conventions in age-appropriate texts (e.g. triumph of good over evil)<br><br>Collect information to compare and contrast events, characters or ideas.<br><br>Compare and contrast books and poems on the similar themes. | Draw on knowledge of other books to compare and contrast<br><br>Compare texts based on different criteria, e.g. comparing characters, considering viewpoints of authors<br><br>Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.<br><br>Make comparisons within and across books | Make comparisons within texts and across different texts giving examples to support opinions, e.g. characters, plot, genre, conventions, themes<br><br>Discuss themes and conventions across a wide range of writing, e.g. isolation, flashback in narrative<br><br>Explain major differences between text types<br><br>Make comparisons and draw contrasts between different elements of a text and across texts.<br><br>Compare and contrast the work of a single author.<br><br>Investigate different versions of the same story or different books on the same topic, identifying similarities and differences. |

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