Progression of Skills - Reading

Reading							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Clarify vocabulary: progression in meaning of words	• Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	• Draw on vocabulary provided by the teacher to understand books • Discuss word meanings, linking new meanings to those already known • Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases • Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum • With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house	• Discuss and clarify the meanings of words linking new meanings to known vocabulary • Draw on vocabulary provided by the teacher to understand books • Identify and discuss favourite words and phrases • Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly	• Discuss understanding and identify the meaning of words in context • Use dictionaries to check the meanings of words they have read • Discuss words and phrases that capture the reader's interest and imagination	• Discuss understanding and identify the meaning of words in context • Use dictionaries to check the meanings of words they have read • Discuss words and phrases that capture the reader's interest and imagination	Discuss understanding and identify the meaning of words in context	Discuss understanding and identify the meaning of words in context

Progression of Skills - Reading

Progression in retrieval							
	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	• Draw on what they already know or on background information from the teacher to understand books • Identify the main character in a story or the subject of a non-fiction text • Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales • Identify main events or key points in texts • Answer literal retrieval questions about the text	• Draw on what they already know or on background information from the teacher to understand books • Ask questions and find the answers to simple questions in the text • Answer literal retrieval questions about the text • Use a range of question prompts to generate relevant questions about the text • Recall simple points from familiar texts • Identify main events or key points in texts	• Ask questions and find answers to simple questions in a text • Retrieve and record information from non-fiction • Answer literal retrieval questions and locate the information in the text • Locate information using skimming • Use a contents page and an index page to locate information	• Ask questions and find answers to simple questions in a text • Retrieve and record information from non-fiction • Extract information from the text • Locate information using skimming and scanning • Decide on a question that needs answering and locate the answer in a non-fiction book • Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)	• In non-fiction, retrieve, record and present information • Ask questions and find the answers to questions in a text • Extract increasingly complex information from the text • Plan what information needs to be found with guidance • Make simple notes • Apply information retrieval skills across the curriculum	• In non-fiction, retrieve, record and present information • Ask questions and find the answers to questions in a text • Extract complex information from the text • Use quotations to illustrate ideas • Plan and decide independently what information needs to be searched for • Make appropriate notes from research using a variety of sources • Apply information retrieval skills across the curriculum
Progression in sequencing/summarising	• Anticipate – where appropriate – key events in stories	• Sequence a simple story or event and use this to re-enact and retell Identify main events or key points in texts	• Identify main events or key points in texts Sequence a range of stories or events and use this to re-enact and retell	• Identify main ideas within a text or within a paragraph and summarise these	Identify main ideas within a text or within a paragraph and summarise these	Use the skills of skimming and scanning to identify key ideas	• Use the skills of skimming, scanning, text-marking and note taking to identify key ideas

Progression in inference		• Give some reasons why things happen or characters change • Begin to express a view and use evidence in the text to explain reasons Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)	• Talk about and infer what characters might be thinking or feeling using clues in the text • Discuss the reasons for events in a story; use evidence to make some reasoned conclusions Discuss why certain words or phrases make a story funny, scary, exciting	• Discuss the actions and relationships of the main characters and justify views using evidence from the text • Discuss the relationship between characters based on dialogue • Use clues from action, dialogue and description to establish meaning Identify themes and conventions in a range of books	• Empathise with different characters' points of view (implicit and explicit) • Identify the use of descriptive and expressive language to build a fuller picture of a character • Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings • Discuss the relationship between what characters say and do - do they always reveal what they are thinking? • Discuss, moods, feelings and attitudes using inference and deduction Identify themes and conventions in a wide range of books	• Identify evidence of characters changing in a story and discuss possible reasons • Discuss what a character's actions say about their character • Recognise that characters may have different perspectives on events in stories • Distinguish between statements of fact and opinion • Identify and discuss themes and conventions in and across a wide range of writing	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence • Identify characteristics of stock characters in a variety of genres • Identify evidence of characters that challenge stereotypes and surprise the reader • Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour • Make inferences about the perspective of the author from what is written and implied Distinguish between statements of fact and opinion • Identify and discuss themes and conventions in and across a wide range of writing

Progression of Skills - Reading

Progression in prediction		• Make predictions on the basis of what has been read so far • Discuss the blurb and title of a book • Predict events and endings and how characters will behave • Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development	• Predict what might happen on the basis of what has been read so far • Predict the events of a story based on the setting described in the opening Predict how characters might behave from what they say and do and from their appearance	• Predict what might happen from details stated and implied • Make predictions about characters' actions and look for evidence of change as a result of events Identify settings and predict events that are likely to happen	• Predict what might happen from details stated and implied • Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place Make predictions about how characters might behave in such a setting	• Make predictions based on details stated and implied • Make predictions for how a character might change during a story and change predictions as events happen • Refer to the text to support predictions and opinions	• Make predictions based on details stated and implied • Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it • Refer to the text to support predictions and opinions

Progression of Skills - Reading

St. Joseph's Catholic Primary School

Progression in structure and organisation	• Distinguish between fiction and non-fiction texts • Understand the way that information texts are organised and use this when reading simple texts Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line	• Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions) • Discuss titles of book and poems • Pick out features used to organise books • Compare the layout of different texts /books and discuss why they are set out in different ways • Read the title, contents page and illustrations and predict what a book is about • Pick out features that will help to locate information and explain them • Pick out and discuss how punctuation helps to organise text • Recognise and use the alphabet to help to locate information in some books Recognise the openings and closings of different stories	• Identify the features of some non-fiction text types • Identify and discuss the use of contents and index pages to locate information in non-fiction texts • Begin to understand the purpose of the paragraph and how they help to group information • Discuss why the author has chosen a range of vocabulary to describe a character or a setting	Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts • Identify and discuss the use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) • Understand how paragraphs can organise ideas around a theme and can build up ideas across a text • Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes	• Identify and discuss the structural devices the author has used to organise the text. • Identify vocabulary chosen to convey different messages, moods, feelings and attitudes • Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect • Describe and compare the styles of individual writers and poets, providing evidence • Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	• Comment on the structural choices the author has made when organising the text • Explain how the structural choices support the writer's theme and purpose • Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes • Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations • Compare, contrast and explore the styles of writers and poets, providing evidence and explanations • Identify and discuss irony and its effect Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.

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Progression in language choice		• Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases • Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum	• Identify where language is used to create mood or build tension • Comment on the choice of author's words to make a text funny, scary, exciting • Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)	• Discuss the effect of key words or phrases used to build mood or tension • Comment on the overall effect of the text • In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration	• Comment upon the use and effect of author's language • Identify and describe the styles of individual writers and poets • Identify and comment on expressive and descriptive language to create effect in poetry and prose Comment on the overall effect of the text	• Identify the writer's main purpose through a general overview • Identify common elements of an author's style and discuss how the style of one author differs from another • Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint • Comment on the use of similes and expressive language to create images, sound effects and atmosphere • Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terns • Justify preferences for an author, poet or a type of text	• Identify how style is influenced by the intended audience • Identify common elements of an author's style and make comparisons between books • Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning • Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes • Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling Declare and justify personal preferences for writers and types of text

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Progression in making comparisons					• Identify and explain the key features of a range of appropriate texts • Identify and explain characters and their profiles across a range of texts • Identify and discuss themes within and across texts (social, cultural and historical)	• Compare and contrast the key features of a range of appropriate texts • Compare and contrast characters across a range of appropriate texts Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)