

Progression in Reading

NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the meaning of words	<ul style="list-style-type: none"> • 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, see fi so 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Discuss understanding and identify the meaning of words in context 	<ul style="list-style-type: none"> • Discuss understanding and identify the meaning of words in context
Retrieval	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Progression in Reading

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Locate information using skimming • Use a contents page and an index page to locate information 	scanning <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Plan what information needs to be found with guidance • Make simple notes • Apply information retrieval skills across the curriculum 	<ul style="list-style-type: none"> • 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
Sequencing and Summarising	<ul style="list-style-type: none"> • Sequence a simple story or event and use this to re-enact and retell • Identify main events or key points in texts 	<ul style="list-style-type: none"> • Identify main events or key points in texts • Sequence a range of stories or events and use this to re-enact and retell 	<ul style="list-style-type: none"> • Identify main ideas within a text or within a paragraph and summarise these 	<ul style="list-style-type: none"> • Identify main ideas within a text or within a paragraph and summarise these 	<ul style="list-style-type: none"> • Use the skills of skimming and scanning to identify key ideas 	<ul style="list-style-type: none"> • Use the skills of skimming, scanning, textmarking and note taking to identify key ideas
Inference	<ul style="list-style-type: none"> • 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?) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Progression in Reading

				<p>always reveal what they are thinking?</p> <ul style="list-style-type: none"> • Discuss moods, feelings and attitudes using inference and deduction • Identify themes and conventions in a wide range of books 		<p>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</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing
Prediction	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Make predictions based on details stated and implied • Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narratives with two parallel threads in it • Refer to the text to support predictions and opinions
Structure and Organisation	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Progression in Reading

	<p>to conventions of print: book, cover, beginning, end, page, word, letter, line</p>	<ul style="list-style-type: none"> • 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 	<p>paragraph and how they help to group information</p> <ul style="list-style-type: none"> • Discuss why the author has chosen a range of vocabulary to describe a character or a setting 	<p>features to find information from the text (index, contents, headings and subheadings, illustrations)</p> <ul style="list-style-type: none"> • 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 	<p>terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect</p> <ul style="list-style-type: none"> • 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. 	<p>vocabulary to convey different messages, moods, feelings and attitudes</p> <ul style="list-style-type: none"> • 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
<p>Language Choice</p>	<ul style="list-style-type: none"> • 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, see fi so fum 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Progression in Reading

		<p>first/next, once upon a time, suddenly, quickly)</p>	<p>using rhyme or alliteration</p>	<ul style="list-style-type: none"> • Comment on the overall effect of the text 	<p>text and respond to this e.g. re-tell from a different viewpoint</p> <ul style="list-style-type: none"> • 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 terms • Justify preferences for an author, poet or a type of text 	<p>effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning</p> <ul style="list-style-type: none"> • 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
<p>Making Comparisons</p>					<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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)