

Overview of Progression of Reading skills



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
W o r d r e a d i n g	<p>Read age-appropriate books with some fluency (showing some awareness of punctuation when reading).</p> <p>Pupils begin to develop stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency.</p> <p>Pupils apply their knowledge of taught phonic skills in shared and independent reading.</p>	<p>Maintain fluency whilst reading age-appropriate books at speed (showing awareness of the punctuation of punctuation when reading)</p> <p>Pupils develop stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency.</p>	<p>Read age-appropriate books fluently and accurately using intonation.</p> <p>Pupils show stamina and resilience reading longer age-appropriate texts.</p> <p>Pupils apply these developed reading skills across a wider range of fiction; non-fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen.</p>	<p>Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed and intonation.</p> <p>Pupils apply these developed reading skills across a wider range of fiction; non-fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen</p>	<p>Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed and intonation.</p>	<p>Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed and intonation.</p>
S k i m m i n g a n d s c a n n i n g	<p>Skim read to gain an overview of a page/text by focussing on name/captions/titles/pictures. Scan the text to locate specific information using titles.</p>	<p>Scan pages to find specific information using key words of phrases.</p>	<p>Skim opening sentences of each paragraph to get an overview of a page or section of text. Identify sections of a text what they need to read carefully in order to find specific information.</p>	<p>Skim read a text to get an overview of it. Scan for key words, phrases and headings. Decide what sections of the text to read more carefully to fulfil a particulate purpose.</p>	<p>Locate information accurately through skimming to gain an overall sense of the text. Use skills of skimming and scanning to identify sections of text to read more carefully and re-read/read on as appropriate.</p>	<p>Locate information accurately through skimming to gain an overall sense of the text. Use skills of skimming and scanning to identify sections of text to read more carefully and re-read/read on as appropriate.</p>
1a/2 a V o c a b u l a r y	<p>Make collections of interesting words as a class and use them when talking about books and stories.</p>	<p>Develop an understanding of words met in reading. Discuss the possible meanings of unfamiliar words they have read.</p>	<p>Identify where an author uses alternatives and synonyms for common or over used words and speculate the meaning implied.</p> <p>Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.</p>	<p>Consider the writer's use of specific and precise nouns, adjectives, verbs and adverbs, discussing the meanings conveyed.</p> <p>Investigate the meaning of technical or subject specific words they meet in their reading.</p>	<p>Collect unfamiliar vocabulary from texts they have read and define meanings and use of vocabulary. Begin to use these unfamiliar words in writing.</p> <p>Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.</p>	<p>Collect unfamiliar vocabulary from texts they have read and define meanings and use of vocabulary. Discuss the author's choice of language throughout a range of genres.</p>

				Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences or paragraphs to identify an explanation.	Give increasingly plausible and precise explanations of words and meanings that fit with the context they are reading.	Use unfamiliar words accurately when writing.
1b/2b Retrieval	Match events in narrative to characters and detail and information to objects in non-fiction texts.	Retrieve information from a text and represent it in a variety of forms including matching, linking information, ordering, true/false. Identify what is known for certain from the text about characters, places and events. Give reasons why things happen where this is directly explained in the text. Locate information using contents, index, subheadings etc.	Use different formats to retrieve, record and explain information about what they have read in a range of texts. Locate, retrieve and collect information from texts about significant or important elements or aspects characters, events, topics) Take information from diagrams, flow charts where it is presented differently.	Retrieve and collect information from different sources which convey important information about characters, places, events, objects or ideas. Answer questions on a text using different formats.	Establish what is known about characters, events and ideas, retrieving details and examples from the text to back up their understanding. Pupils can apply their retrieval skills across a wide range of age-appropriate children's literature. Recognise retrieval questions and know that the information required for the answer will be stated or implied in the text.	Use evidence from the text to explain events or ideas. Retrieve information from texts and evaluate its reliability and usefulness. Pupils demonstrate retrieval skills across the curriculum at the same standard as in English sessions. Recognise retrieval questions and know that the information required for the answer will be stated or implied in the text.
1c/2c Summarise/sequence	Beginning to sequence events through modelled responses	Retell a story giving the main events. Draw together information from across a number of sentences to sum up what is known about a character, event or idea.	Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage.	Summarise a sentence of paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues as well as what is directly stated.	Make regular, brief summaries of what they've read, identifying key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic explaining any inferences and opinions by reference to the text.	Pupils summarise quickly and develop an opinion of what they have read. They are prepared to challenge their peers with justified responses. Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text.

1 d/ 2 d In fe re n c e	<p>Teach pupils to infer/justify through scaffolded/modelled answer stems using both pictures and texts. (I think _____ because)</p> <p>Speculate about characters from what they say and do.</p> <p>Discuss what is suggested about a character from the way they speak.</p>	<p>Pupils develop their skills to infer and justify their opinion as the texts presented display more complex plots.</p> <p>Pupils display and demonstrate (verbally first and later in a written form) a greater understanding of inference</p>	<p>Understand how what a character says or does can impact on other characters or events described in a narrative.</p>	<p>Deduce the reasons for the way that characters behave from scenes across a short story.</p>	<p>Understand what is implied about characters and begin to make judgements about their motivations and attitudes from the dialogue and actions.</p>	<p>Pupils select evidence with ease to justify their opinions when faced with an inference activity.</p> <p>Understand what is implied about characters through the way they are presented, explaining how this influences the readers' view of characters.</p>
1 e/ 2 e P re di ct io n	<p>Make predictions based on clues from pictures, illustrations and titles.</p>	<p>Make plausible predictions showing an understanding of the ideas, events of characters they are reading about.</p>	<p>Update and modify predictions about events, character or ideas in a text throughout reading.</p>	<p>Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.</p> <p>Use evidence from characters to make plausible predictions about their actions.</p>	<p>Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.</p> <p>Learn to anticipate events based on their own experience, what has been read so far and knowledge of other texts.</p>	<p>Make plausible predictions, discussing the reasoning behind them and drawing on their knowledge of the world.</p> <p>Discuss how and why they need to modify their predictions as they read on.</p>
2f E x p l a i n			<p>Teachers scaffold frames to support pupils to find evidence to support their points (using Impression/ Evidence through PE, PE)</p> <p>Pupils further develop their understanding of the writer/ reader relationship and this begins to show in their own writing</p>	<p>Pupils are able to find evidence to support their points (using Impression/ Evidence through PE, PE)</p> <p>Pupils' writing displays an understanding of the writer/ reader relationship</p> <p>Pupils begin to compare and contrast the content of a text and can track characters throughout.</p>	<p>Pupils select evidence from the text with ease and precision when justifying their opinions.</p> <p>Pupils can discuss the difference between fact and opinion across a range of texts (including the wider curriculum)</p> <p>Pupils are confident when verbally challenging each other discussing themes that emerge from high-quality texts.</p>	<p>Pupils support their reading responses with an understanding for the technical terms that an author uses. In turn, children can use what they have read in their writing.</p> <p>In texts written for mixed purposes, distinguish between fact, opinion and fiction.</p>
2 g a u t h			<p>Pupils develop an understanding of how texts are presented and can follow the text (sub headings, title, captions)</p>	<p>Pupils understand how texts are organised and can discuss features of texts with confidence.</p> <p>Understand how writers use figurative and expressive</p>	<p>Pupils understand how more demanding texts are organised and can discuss features of texts with confidence.</p>	<p>Pupils can comment on how narrative content and non-fiction content are organised and</p>

o r s e o f l a n g u a g e			<p>Discuss the language used to create significant aspects of a text opening, build up, and how the writer implies as well as tells.</p>	<p>language to suggest ideas and information in order to capture interest.</p>	<p>Identify and discuss idiomatic phrases and expressions (metaphors, similes) met in texts, considering why authors might have used them.</p>	<p>discuss reasons for this.</p> <p>Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke.</p>
2 h - c o m p a r i s o n s			<p>Pupils are encouraged and guided to compare what they have read to previous texts and justify these similarities and differences.</p>	<p>Pupils are able to compare what they have read to previous texts and justify these similarities and differences.</p>		<p>Pupils compare and contrast characters, settings and themes in a verbal and written form with conscious control over their responses.</p>