Reading Progression

EYFS	• Enjoys looking at books and other printed materials with familiar people • Interested in books and rhymes and may have favourites • Turns pages in books sometimes several at a time • Repeats words or phrases from familiar stories • Fills in missing words or phrases in known rhymes, stories or games • Shows an awareness of rhyme and alliteration • Recognises rhythm in spoken words • Listens to and joins in with repeated refrains and anticipates key events • Describes main story settings, events and characters • Looks at books independently • Handles books carefully • Knows information can be relayed in form of print • Holds books the correct way up and turns pages • Knows that print carries meaning and in English is read from left to right and top to bottom • Hears and says initial sounds in words • Can segment the sounds in simple words and blend them together and knows which letter represents some of them • Links sounds to letters, naming and sounding the letters of the alphabet • Begins to read words and simple sentences • Uses vocabulary and forms of speech that are increasingly influenced by their experience of books • Enjoys and increasing range of books • Knows that information can be retrieved from books and computers • Use phonetic knowledge to decode regular words and read them aloud • Read some common irregular words • Demonstrate an understanding when talking to others about what they have read • Demonstrates a secure knowledge and application of the initial code (Sounds Write phonics programme)

Year 1	Vocabulary	Predicting	Summarising
	• Identifies simple and recurring literary language • Identifies the meaning of vocabulary in context • Explains their understanding of texts that are pitched beyond the level they can read independently	• Predicts events and endings	• Identifies how non-fiction texts are sequenced • Identifies the beginning, middle and end of stories and pattern in poetry
	Inferring	**Retrieving**	**Reading behaviours and Fluency**
	• Identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle.' • Expresses preferences linked to own experiences e.g. 'I like going to the beach too'. • Uses different voices for characters when reading dialogue aloud • Uses different voice pitch to indicate whether they are reading an exclamation or question	• With support, justifies their views about texts they have had read to them e.g. uses the word 'because' • Recognises patterns in texts, e.g. repeated phrases and refrains • Discusses the significance of the title • Observes the punctuation and uses this to aid understanding • Retrieves key information from a text • Identifies complete sentences • Identifies typical phrases e.g. story openings and endings • Understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc. • Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction • Comments on things that interest them	• Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with round 90% accuracy • Re-reads to self-correct if meaning is lost • Asks questions to clarify • Connects what they read or hear to their own experiences • Knows the voice telling the story is called the narrator • Beginning to be able to decode polysyllabic words • Demonstrates a secure knowledge and application of the identified extended code from Sounds Write phonics programme (see Phonics Policy)

Year 2	Vocabulary	Predicting	Summarising
	• Discusses effective language choices, e.g. 'slimy' is a good word there because … • Identifies that adjectives and adverbs help to tell us how the character is feeling • Identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story	• Predicts with increasing accuracy during reading and then adapts prediction in the light of new information • Predicts some key events of a story based on the settings described in the story opening.	• Identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?
	Inferring	**Retrieving**	**Reading behaviours and Fluency**
	• Demonstrates empathy with characters looking at descriptions and actions • Identifies evidence of change as a result of events, for example in character behaviour • Recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios • Explains how the way a character speaks reflects their personality • Identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour • Evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why • With support, justifies their views about what they have read • Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements	• Identifies words and phrases that link events • Refers back to the text for evidence • Retrieves information stated within text (may not be obvious) • Uses evidence from a text – may look through the book to help them remember or use information • Understands that books can be used to find things out, and is beginning to do so • Recognises that information is grouped according to subject • Begins to use dictionaries, glossaries and indexes to locate meanings and information • Identifies elements of an author's style e.g. familiar characters, settings or common themes • Identifies how settings and characters are created using specific vocabulary that creates imagery • Identifies that the verbs used for dialogue tell us how a character is feeling	• Self-corrects spontaneously and at the point of error • Sustains silent reading most of the time • Sustains interest in longer narratives e.g. a short chapter book • Recognises the difference between description in fiction and non-fiction e.g. in non-fiction description is generally used for precision rather than to create an emotional response. • Begins to understand that written language (standard English) has conventions that don't apply in spoken language • Explains differences between fiction and non-fiction • Shows awareness of use of features of organisation e.g. index, bold headings • Fluently able to decode a range of polysyllabic words • Demonstrates a secure knowledge and application of the remaining extended code from Sounds Write phonics programme (see Phonics policy)

Year 3	Vocabulary	Predicting	Summarising
	• Identifies new vocabulary and sentence structure and discusses to develop understanding • Identifies and understands meanings of a wide range of conjunctions used to link events together • Identifies a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up etc.	• Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct	• Summarises main ideas from a text • Begins to identify themes across texts e.g. friendship, good and evil, bullying
	Inferring	**Retrieving**	**Reading behaviours and Fluency**
	• Suggests reasons for actions and events • Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story • Identifies with characters and makes links with own experiences when making judgements about the characters' actions • Justifies their views about what they have read • Identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place? • Identifies evidence of relationship between characters based on dialogue and behaviour	• Refers back to the text for evidence when explaining • Extracts information from tables and charts • Recognises some different forms of poetry • Retrieves information from text where there is competing (distracting) information • Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts • Recognises different narrative genres • Notices the difference between 1st and 3rd person accounts • Identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in instructions	• Asks increasingly informed questions to improve understanding of a text e.g. 'I wonder if this is like …. because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)' • Comments on use of language using terminology including alliteration, rhythm, rhyme, simile • Uses dictionaries independently to check meaning of new vocabulary
	Analysing	**Authorial Intent**	**Comparing**
	• Analyses and compares plot structure • Recognises the move from general to specific detail • Analyses the use of language to set scenes, build tension or create suspense	• Evaluates effectiveness of texts in terms of function, form and language features • Identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning • Explains how words/phrases in the description are linked to create suspense • Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?	• Comments on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension

Year 4	Vocabulary	Predicting	Summarising
	• Notes examples of descriptive language and explains the mood or atmosphere they create • Notices key words and phrases used to convey passing of time to introduce paragraphs or chapters • Identifies how specific words and phrases link sections, paragraphs and chapters • Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place • Identifies figurative and expressive language that builds a fuller picture of a character.	• Predicts on the basis of mood or atmosphere how a character will behave in a particular setting	• Explains and justifies an opinion on the resolution of an issue/whole narrative • Summarises the main ideas of a non-fiction text • Summarises the way that the setting affects characters' appearance, actions and relationships
	Inferring	**Retrieving**	**Reading behaviours and Fluency**
	• Identifies techniques used by the author to persuade the reader to feel sympathy or dislike • Justifies opinions of particular characters • Distinguishes between fact and opinion • Makes deductions about the motives and feelings that might lay behind characters' words • Comments on the way key characters respond to a problem • Makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected • Explores alternative outcomes to an issue • Analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives • Evaluates texts for their appeal for the intended audience	• Recognises the introduction, build-up, climax or conflict and resolution in narrative • Retrieves information from text where there is competing (distracting) information • Identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning • Identifies key words and phrases as evidence when making a point • Identifies the structure and features of a range of non-fiction, narrative and poetry texts. • Identifies events that are presented in more detail and those that are skimmed over • Identifies underlying themes in a range of narrative texts	• Listens to the opinions of others and adjusts own thinking/understanding where appropriate • Expresses personal preferences regarding the work of significant authors/poets • Explains similarities and differences with own experiences
	Analysing	**Authorial Intent**	**Comparing**
	• Analyses how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint • Analyses how structural and presentational features contribute to purpose in a range of texts • Analyses how poetry is structured and its effect on the reader	• Understands how authors use a variety of sentence constructions e.g. relative clauses to add detail • Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them • Identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed	• Comments on differences between what characters say and what they do

Year 5	Vocabulary	Predicting	Summarising
	• Uses a range of strategies to identify the meaning of new vocabulary • Identifies examples of effective description that evoke time or place commenting both on word and sentence choice • Comments on use of language using terminology including onomatopoeia, metaphor, personification	• Identifies whether changes in characters met or challenged the reader's expectations	• Summarises main ideas from more than one text to support note taking • Analyses information from tables and charts and can incorporate this information into a summary of the whole text • Summarises ideas across paragraphs, identifying key details that support the main ideas
	Inferring	**Retrieving**	**Reading behaviours and Fluency**
	• Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text • Recognises that characters may have different perspectives in the story • Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development • Identifies conventions across a range of non-fiction text types and forms • Analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes • Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context • Shows understanding through emphasis, intonation and volume when performing	• Notes how cohesion is achieved in different ways • Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information • Identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout. • Identifies how an author varies pace by using direct or reported speech at different points in a story • Comments on how a character is built and presented, referring to dialogue, action and description • Retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text	• Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further • Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect • Justifies personal response to particular texts and characters with evidence
	Analysing	**Authorial Intent**	**Comparing**
	• Analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) e.g. experimenting with the different paths that the reader can take through the text • Analyses paragraph structures in similar texts noting and commenting on similarities and differences	• Recognises the style of different authors and recognises their intended audience • Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader • Identifies precision in the use of technical terminology and considers the different reasons for why an author might use this	• Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue • Checks whether viewpoint changes in the story

Year 6	Vocabulary	Predicting	Summarising
	• Analyses, and explains the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc • Notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs	n/a	• Summarises competing views • Analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour • Discusses main ideas from a text within a group and summarises the discussion
	Inferring	**Retrieving**	**Reading behaviours and Fluency**
	• Draws reasoned conclusions from non-fiction texts which present differences of opinion • Analyses why and how scene changes are made and how they affect characters and events • Distinguishes between implicit and explicit points of view • Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text • Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres • Identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody	• Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information • Recognises how the author of non-fiction texts expresses, sequences and links points • Explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading • Considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage • Identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups	• Generates open questions to explore a range of possibilities and justifies responses in relation to the text • Expresses and justifies personal preferences regarding significant authors/poets
	Analysing	**Authorial Intent**	**Comparing**
	• Justifies personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily • Identifies how authors use a range of narrative structures e.g. stories within stories, flashbacks and can demonstrate understanding by re-telling/writing the narrative using a different structure	• Justifies agreement or disagreement with narrator's point of view when evaluating a text • Explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader	• Explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. 'I didn't like this character at the beginning because …. but now I understand why …..'