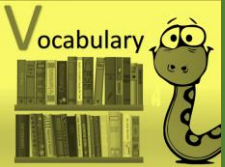




## Reading Progression Document

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b> 						
<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Use new vocabulary through the day.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>		Discuss favourite words and phrases	Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck	Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are	Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness	Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact
	Discuss the meaning of new words by linking to vocabulary they know e.g. unkind = means not kind	Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way.	Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because he gave his money away	Explain the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't		
	Recognise and use predictable phrases in known stories e.g. 'I'll huff and I'll puff; once upon a time; happily ever after	Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide	Identify the language conventions of non-fiction in relation to the text type (see range)	Identify the language conventions of non-fiction in relation to the text type (see range)	Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material	Explore the meaning of words in different contexts within fiction and non-fiction e.g. flexible means he was prepared to compromise/means it was bendy

	Use age-appropriate dictionaries to check the meanings of words e.g. picture dictionaries, first dictionaries	Use age-appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant dictionaries	Use age-appropriate dictionaries to check the meanings of words	Use age-appropriate dictionaries to check the meanings of words	Use age-appropriate dictionaries and thesauri to check the meanings of words	Use age-appropriate dictionaries and thesauri to check the meanings of words
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## Inference



Ask questions to find out more and to check they understand what has been said to them.	Draw on what they already know to understand a text e.g. through relating to their own experiences (linking learning about penguins to 'Happy Feet')	Draw on what they already know to understand a text e.g. through: the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour)	Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man?	Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean?	Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. What was it like to be a child in Victorian times? Why has the author used lots of short sentences?	Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)
	Make simple inferences e.g. I think Red Riding Hood was scared because the wolf was frightening	Make inferences on the basis of what is said and done e.g. I think something bad will happen to Hansel and Gretel because they've been left on their own	Draw inferences about characters' thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads	Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real	Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous	Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told
				Justify inferences with several pieces of evidence from the text	Justify inferences and views with a variety of references from across the text	Justify their inferences and views with a variety of references from across texts and

				to support one specific point		by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument
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**Predict**



<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Make simple predictions based on their own experiences e.g. I think mum will be cross because my mum gets cross</p>	<p>Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because she told Tom not to lie again</p>	<p>Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied</p>	<p>Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble</p>	<p>Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: he's a murderer / the witches suggest it</p>	<p>Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy/villains often lose</p>
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**Explain**



<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to</p>	<p>Discuss a wide range of poems, stories and non-fiction beyond their independent reading level</p>	<p>Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently Express a single point of view about a text</p>	<p>Discuss their understanding of both texts they have read independently and those read to them (see range) Express their views and listen to the views of others</p>	<p>Discuss their understanding of both texts they have read independently and those read to them (see range)</p>	<p>Discuss their understanding of both texts they have read independently and those read to them (see range)</p>	<p>Discuss their understanding of both texts they have read independently and those read to them (see range)</p>
	<p>Demonstrate their understanding e.g.</p>		<p>Identify the overarching theme of a</p>			<p>Identify how the same theme is represented</p>

explain how things work and why they might happen.	through role play, story mapping, discussion, drama		text e.g. honesty, loneliness, good overcoming evil			across texts e.g. loss in WWI poetry/narratives and how multiple themes are presented in longer narratives e.g. 'Trash' is about courage, poverty, perseverance
	Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past		Justify inferences with a single piece of evidence from the text to support one specific point		Identify an author's treatment of the same theme across one or several of their books/poems	
				Explain their views, listen to others' views and respond Identify the author's message about the theme e.g. being honest is the best way to be; it's ok to lie when you need to	Explain and develop their own views and build effectively on those of others	Explain and extend their own views and challenge those of others
					Explain their thinking through making reference to key details e.g. quoting from the text	Explain their thinking through making reference to key details and comparisons

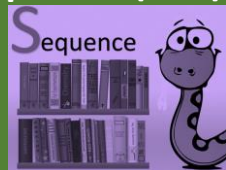
## Retrieve



Listen to and talk about stories to build familiarity and understanding.  Ask questions to find out more and to check		Use scanning to locate a single piece of information, in response to questions from the teacher	Use skimming to locate main ideas in the text Use scanning to locate pieces of information	Use skimming to locate main ideas in the text  Use scanning to locate specific information	Use skimming and scanning to locate information efficiently across a range of sources	Use skimming and scanning to locate information selectively and precisely across a range of sources Identify the structural conventions of non-
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they understand what has been said to them.				Identify the structural conventions of non-fiction in relation to the text type (see range)		fiction in relation to the text type (see range)
	Answer questions orally about a shared non-fiction text e.g. what do penguins eat?	List key information orally or through text marking (highlighting/underlining) in response to teachers' questions	Make notes from one source to capture key information about a topic e.g. information about penguins' habitats through recording or highlighting sentences/key words	Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping	Make notes from several sources to gather information	Make notes from several sources to gather information
					Use notes to support presentations and debates	Use notes to support presentations and debates

### Sequence (KS1) Summarise (KS2)



Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Develop social phrases.  Describe events in some detail.  Engage in story times.	Identify the significance of the title and events in stories e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max king?  Identify the significance of the title and events in non-fiction	Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end Identify the sequence of events in non-fiction and how these are related e.g. introductions /conclusions  Use titles, headings, pictures and blurbs to locate relevant information	Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed.  Use contents and sub-headings to locate relevant information	Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report  Use contents, indexes, glossaries and sub-headings to locate specific information	Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue	Summarise ideas, events and information throughout a text and across texts (about a common topic)
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<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>				Independently identify key questions to research about a topic		
	Understand that non-fiction texts provide information	Recognise and understand the structure of the non-fiction texts used	Identify the structural conventions of non-fiction in relation to the text type (see range) Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'	Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork	Identify the structural conventions of non-fiction in relation to the text type (see range) Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument.	Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories
				Identify a main topic to research, independently and through shared reading		Independently devise key questions and identify themes to research e.g. pollution, recycling

## Word Reading and Fluency

Read individual letters by saying the sounds for them.	Orally retell known stories, linked to the Y1 range	Orally retell known stories, linked to the Y2 range	Orally retell whole stories/sections of stories linked to the Y3 range	Orally retell whole stories/sections of stories linked to the Y4 range		
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Recite some simple poems by heart e.g. nursery rhymes, Surrounded by Noise (Ian Souter), The Horseman (Walter de la Mare)	Recite poems by heart, using intonation to make the meaning clear e.g. The Sound Collector (Roger McGough), Walking With My Iguana (Brian Moses), Daddy Fell into the Pond (Noyes)	Recite poems by heart, using intonation, tone and volume to gain the interest of the listener e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee)	Recite poems by heart, using intonation, tone and volume to maintain the interest of the listener e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick)	Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes)	Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin
Read some letter groups that each represent one sound and say sounds for them.						

<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read what they have written to check that it makes sense.</p>						Luther King, Nelson Mandela)
	Read aloud books matched to Y1 phonic knowledge	Read aloud books matched to Y2 phonic knowledge	Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action	Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play	Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play	Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues
	Check that the text makes sense to them as they read and correct inaccurate reading	Check that the text makes sense to them as they read and correct inaccurate reading	Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint)	Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books)	Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint)	Read books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future
	Apply phonic knowledge and skills to decode words	Apply phonic knowledge and skills to decode words	Apply their knowledge of root words, prefixes and suffixes to read aloud (in line with appendix 1)	Apply their knowledge of root words, prefixes and suffixes to read aloud note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words (in line with appendix 1)	Apply their knowledge of root words, prefixes and suffixes to read aloud (in line with appendix 1)	Apply their knowledge of root words, prefixes and suffixes to read aloud (in line with appendix 1)
	Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far	Accurately blend sounds in unfamiliar words, especially recognising alternative				

	<p>Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far</p> <p>Read words with contractions</p> <p>Read words of more than one syllable and those that end in: -s, -es, -ing, -ed, -er and -est</p>	<p>sounds e.g. too, chew, shoe, blue</p> <p>Read words containing common suffixes e.g. -ment, -less, -ful, -ness</p> <p>Read accurately words of two or more syllables</p>				
	<p>Accurately read aloud books that are consistent with their developing phonic knowledge</p>	<p>Automatically read unfamiliar words accurately and without undue hesitation when reading aloud</p> <p>Read fluently and confidently in line with the Y2 range</p>				
	<p>Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words</p>	<p>Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words</p>	<p>Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words (in line with appendix 1)</p>			

### Research and Note Taking

					Distinguish between fact and opinion	Distinguish between fact, opinion and bias
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					Explore and use their own techniques to make notes	Make choices about the most efficient techniques to make notes
					Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica	Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research