

PROGRESSION OF SKILLS AND KNOWLEDGE: READING

VOCABULARY

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Builds vocabulary that reflects the breadth of their experiences. Extends vocabulary, exploring the meaning and sounds of new words. Uses vocabulary that is increasingly influenced by their experiences of books.</p>	<p>Identifies simple and recurring literary language</p> <p>Identifies the meaning of vocabulary in context</p> <p>Explains their understanding of texts that are pitched beyond the level they can</p>	<p>Discusses effective language choices, e.g. 'slimy' is a good word there because ...</p> <p>Identifies that adverbs help to tell us how the character is feeling</p>	<p>Identifies new vocabulary and sentence structure and discusses to develop understanding</p> <p>Identifies and understands meanings of a wide range of conjunctions used to link events together</p> <p>Identifies a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up etc.</p>	<p>Notes examples of descriptive language and explains the mood or atmosphere they create</p> <p>Notifies key words and phrases used to convey passing of time to introduce paragraphs or chapters</p> <p>Identifies how specific words and phrases link sections, paragraphs and chapters</p> <p>Identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed</p>	<p>Uses a range of strategies to identify the meaning of new vocabulary</p> <p>Identifies examples of effective description that evoke time or place commenting both on word and sentence choice</p> <p>Notes words and phrases in pre twentieth century writing which have changed their meaning over time</p>	<p>Analyses, and explains the impact of, authors' techniques and language e.g. expressive or language, range of sentence structures repetition etc.</p> <p>Notifies when an author uses a range of cohesive language to create more sophisticated links between paragraphs where the author avoids over obvious adverbials/conjunctions such as 'on the other hand'</p>

PROGRESSION OF SKILLS AND KNOWLEDGE: READING

RETRIEVING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>With support, justifies their views about texts they have had read to them e.g. uses the word 'because'</p> <p>Recognises patterns in texts, e.g. repeated phrases and refrains</p> <p>Discusses the significance of the title</p> <p>Observes the punctuation and uses this to aid understanding</p> <p>Retrieves key information from a text</p> <p>Identifies complete sentences</p>	<p>Identifies words and phrases that link events</p> <p>Refers back to the text for evidence</p> <p>Retrieves information stated within text (may not be obvious)</p> <p>Uses evidence from a text – may look through the book to help them remember or use information</p> <p>Shows awareness of use of features of organisation e.g. index, bold headings</p> <p>Makes statements about characters on the basis of what is said and done, making note of how verbs and</p>	<p>Refers back to the text for evidence when explaining</p> <p>Extracts information from tables and charts</p> <p>Recognises some different forms of poetry</p> <p>Retrieves information from text where there is competing (distracting) information</p> <p>Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts</p> <p>Recognises different narrative genres</p>	<p>Recognises the introduction, build-up, climax or conflict and resolution in narrative</p> <p>Retrieves information from text where there is competing (distracting) information</p> <p>Identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning</p> <p>Identifies key words and phrases as evidence when making a point</p> <p>Identifies the structure and features of a range of non-fiction, narrative and poetry</p>	<p>Comments on use of language using terminology including onomatopoeia, metaphor, personification</p> <p>Notes how cohesion is achieved in different ways</p> <p>Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</p> <p>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>Identifies and compares underlying themes in a range of narrative texts</p>	<p>Retrieves information referring to more than one place in the text and where there is competing (distracting) information</p> <p>Recognises how the author of non-fiction texts expresses sequences and points</p> <p>Explains how the author creates shades of meaning, justifying their own views with reference to the text and to other texts of evidence of reading</p> <p>Considers why a story was first published, and discusses the audience that the author had in mind when reading</p>

	<p>Identifies typical phrases e.g. story openings and endings</p> <p>Understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc.</p> <p>Begins to understand</p>	<p>adverbs support their judgements e.g. 'I think she is selfish/kind/angry because it says she ...'</p> <p>Begins to understand that written language (standard English) has</p>	<p>Notices the difference between 1st and 3rd person accounts</p> <p>Identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in</p>	<p>texts.</p> <p>Analyses how structural and presentational features contribute to purpose in a range of texts</p> <p>Identifies events that are presented in more detail and those that are skimmed over</p>	<p>e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.</p>	<p>from our literary heritage</p> <p>Identifies and analyses conventions across a range of non-fiction texts and forms looking at the differences in conventions within the same text type and to categorise subtypes of</p>
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<p>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</p> <p>Comments on things that interest them</p>	<p>conventions that don't apply in spoken language</p> <p>Explains differences between fiction and non-fiction</p> <p>Understands that books can be used to find things out, and is beginning to do so</p> <p>Recognises that information is grouped according to subject</p> <p>Begins to use dictionaries, glossaries and indexes to locate meanings and information</p> <p>Identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story identifies elements of an author's style e.g. familiar characters, settings or common</p>	<p>instructions</p>	<p>Identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss etc.</p> <p>Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place</p> <p>Identifies figurative and expressive language that builds a fuller picture of a character.</p>	<p>Identifies how an author varies pace by using direct or reported speech at different points in a story</p> <p>Comments on how a character is built and presented, referring to dialogue, action and description</p> <p>Retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text</p> <p>Identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader</p>	<p>persuasive texts into groups</p>
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	<p>themes</p> <p>Identifies how settings and characters are created using specific vocabulary that creates imagery</p> <p>Identifies that the verbs</p>				
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	used for dialogue tell us how a character is feeling e.g. "I grabbed" or ... he shouted.				
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PROGRESSION OF SKILLS AND KNOWLEDGE: READING

SUMMARISING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Identifies how non-fiction texts are sequenced Identifies the beginning, middle and end of stories and pattern in poetry	Identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?	Summarises main ideas from a text Begins to identify themes across texts e.g. friendship, good and evil, bullying	Explains and justifies an opinion on the resolution of an issue/whole narrative Summarises the main ideas of a non-fiction text	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	Summarises competing views Analyses dialogue at certain points in a story and summarises its purpose e.g. explain plot, character and relationships, mood or create humour Discusses main ideas from a text with a group and summarises the discussion

PROGRESSION OF SKILLS AND KNOWLEDGE: READING

INFERRING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>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.'</p> <p>Expresses preferences linked to own experiences e.g. 'I like going to the beach too'.</p> <p>Uses different voices for characters when reading dialogue aloud</p> <p>Uses different voice pitch to indicate whether they are reading an exclamation or question</p>	<p>Demonstrates empathy with characters looking at descriptions and actions</p> <p>Identifies evidence of change as a result of events, for example in character behaviour</p> <p>Recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself</p> <p>Explains how the way a character speaks reflects their</p>	<p>Suggests reasons for actions and events</p> <p>Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</p> <p>Identifies with characters and makes links with own experiences when making judgements about the characters' actions</p> <p>Justifies their views about what they have read</p> <p>Identifies how settings are used to create atmosphere e.g. what words/phrases in this</p>	<p>Identifies techniques used by the author to persuade the reader to feel sympathy or dislike</p> <p>Justifies opinions of particular characters</p> <p>Distinguishes between fact and opinion</p> <p>Makes deductions about the motives and feelings that might lay behind characters' words</p> <p>Summarises the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and</p>	<p>Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</p> <p>Recognises that characters may have different perspectives in the story</p> <p>Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development</p> <p>Explores in-depth the meaning of particular (figurative) word/phrases,</p>	<p>Draws reasonable conclusions from non-fiction texts which present differences of opinion</p> <p>Analyses why scene changes and how they affect character events</p> <p>Distinguishes between implicit and explicit points of view</p> <p>Identifies and summarises underlying themes in a range of non-fiction texts noting where there are several themes compared to a text</p> <p>Provides evidence to explain how texts</p>

		<p>personality</p> <p>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</p> <p>Evaluates simple</p>	<p>description indicate that bad things might be about to happen in this place?</p> <p>Identifies evidence of relationship between characters based on dialogue and behaviour</p>	<p>act differently to the class mates in 'The Angel of Nitshill Road'</p> <p>Comments on the way key characters respond to a problem</p> <p>Makes deductions about characters' motives and feelings and explain</p>	<p>deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text</p> <p>Summarises ideas across paragraphs, identifying key details that support the main</p>	<p>emerge and conventional applied in a range of fiction and non-fiction genres</p> <p>Explains underlying themes across a range of poetries can form compilations of poems</p>
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	<p>persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why</p> <p>With support, justifies their views about what they have read</p>	<p>Analyses the use of language to set scenes, build tension or create suspense</p> <p>Explains how words/phrases in the description are linked to create suspense</p> <p>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?</p>	<p>whether their behaviour was predictable or unexpected</p> <p>Explores alternative outcomes to an issue</p> <p>Analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives</p> <p>Evaluates texts for their appeal for the intended audience</p>	<p>ideas</p> <p>Identifies conventions across a range of non-fiction text types and forms e.g. first person in autobiographies and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this</p> <p>Analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes</p> <p>Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context</p> <p>Shows understanding</p>	<p>based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.</p> <p>Explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader</p> <p>Identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody</p>
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PROGRESSION OF SKILLS AND KNOWLEDGE: READING

PREDICTING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year
<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p>	<p>Predicts events and endings</p>	<p>Predicts with increasing accuracy during reading and then adapts prediction in the light of new information</p> <p>Predicts some key events of a story based on the settings described in the story opening.</p>	<p>Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</p>	<p>Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	<p>Identifies whether changes in characters met or challenged the reader's expectations</p>	<p>n/a</p>

PROGRESSION OF SKILLS AND KNOWLEDGE: READING

ANALYSING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year
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			<p>Analyses and compares plot structure</p> <p>Recognises the move from general to specific detail</p>	<p>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</p> <p>Analyses how poetry is structured and its effect on the reader</p> <p>Exemplifies the move between generalisations and specific information</p>	<p>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</p> <p>Analyses paragraph structures in similar texts noting and commenting on similarities and differences</p>	<p>Justifies personal response to narratives with suitable examples e.g. whether believable, well-dilemmas well-resolved/satisfying</p> <p>Identifies how use a range of narrative structures e.g. stories with flashbacks can demonstrate understanding of narrative using different structures</p>
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PROGRESSION OF SKILLS AND KNOWLEDGE: READING

AUTHORIAL INTENT

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Evaluates effectiveness of texts in terms of function, form and language features</p> <p>Identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning</p>	<p>Understands how authors use a variety of sentence constructions e.g. relative clauses to add detail</p> <p>Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them</p>	<p>Recognises the style of different authors and recognises their intended audience</p>	<p>Justifies agreement or disagreement with narrator's point of view by evaluating a text</p>

PROGRESSION OF SKILLS AND KNOWLEDGE: READING

COMPARING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Comments on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension</p>	<p>Comments on differences between what characters say and what they do</p>	<p>Identifies balanced or biased viewpoints and discuss texts which • explore more than one perspective on an issue</p> <p>Checks whether viewpoint changes in</p>	<p>Explains how personal responses altered at various points across the narrative viewpoint changes 'I didn't like the character at the beginning because ... but now I</p>

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PROGRESSION OF SKILLS AND KNOWLEDGE: READING

READING BEHAVIOURS AND FLUENCY

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show interest in books and print in the environment.</p> <p>Recognise familiar words and signs such as own name and advertising logos.</p> <p>Look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>Begin to break the flow of speech into words.</p> <p>Begin to read words and simple sentences.</p> <p>Read and understand simple sentences.</p> <p>To enjoy rhyming and rhythm and show an</p>	<p>Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy</p> <p>Re-reads to self-correct if meaning is lost</p> <p>Asks questions to clarify</p> <p>Connects what they read or hear to their own experiences</p> <p>Knows the voice telling the story is called the narrator</p>	<p>Self-corrects spontaneously and at the point of error</p> <p>Sustains silent reading most of the time</p> <p>Sustains interest in longer narratives e.g. a short chapter book</p> <p>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.</p>	<p>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)'</p> <p>Comments on use of language using terminology including alliteration, rhythm, rhyme, simile</p> <p>Uses dictionaries independently to check meaning of new vocabulary</p>	<p>Listens to the opinions of others and adjusts own thinking/understanding where appropriate</p> <p>Expresses personal preferences regarding the work of significant authors/poets</p> <p>Explains similarities and differences with own experiences</p>	<p>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</p> <p>Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect</p> <p>Justifies personal response to particular texts and characters with evidence</p>	<p>Generates open questions to a range of possible answers and justifies responses in relation to the text</p> <p>Expresses and justifies personal preferences regarding significant authors/poets</p>

<p>awareness. Recognise rhythm in spoken words. Continue a rhyming string. Hear and say the initial sound in words. Segment the sounds in simple words and blend them together To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.</p>						
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