

Progression of Skills in Reading

	September	December	April	July	ELG
Comprehension (Understanding & retelling)	<ul style="list-style-type: none"> I can talk about stories I have heard 	<ul style="list-style-type: none"> I can retell the key events in stories I am starting to recall facts from non-fiction 	<ul style="list-style-type: none"> I can retell key events from stories I have read I can describe the key events in detail I can recall facts from a non-fiction book 	<ul style="list-style-type: none"> I can explain what I have read or has been read to me I can retell simple stories I can recall facts from information 	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Comprehension (Prediction)	<ul style="list-style-type: none"> I can talk about stories I have heard 	<ul style="list-style-type: none"> I can talk about what has happened in the story so far 	<ul style="list-style-type: none"> I can say what might happen next linked to other similar stories 	<ul style="list-style-type: none"> I can say what I think might happen next 	Anticipate – where appropriate – key events in stories.
Comprehension (Vocabulary)	<ul style="list-style-type: none"> I can join in with familiar rhymes and songs (and some patterned stories) 	<ul style="list-style-type: none"> I can listen carefully to stories, rhymes, non-fiction and songs 	<ul style="list-style-type: none"> I can talk about stories, rhymes, non-fiction and songs 	<ul style="list-style-type: none"> I can use new vocabulary throughout my play 	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Grapheme-Phoneme matching	<ul style="list-style-type: none"> I can hear and say initial sounds for words I can say the sound for some letters (e.g. from my name or familiar names- Mum, Dad, etc.) 	<ul style="list-style-type: none"> I can match most of the RWI set 1 single sounds 	<ul style="list-style-type: none"> I can match all RWI set 1 sounds including the special friends/ digraphs sh ch th qu ng and nk 	<ul style="list-style-type: none"> I can match the RWI set 1 letter sounds I can match the letter and sound for at least 10 special friends/ digraphs 	Say a sound for each letter in the alphabet and at least 10 digraphs.
Blending and Segmenting	<ul style="list-style-type: none"> I can orally segment words (e.g. adult says cat and child says c-a-t) I can orally blend words (e.g. adult says m-a-n and child says man) 	<ul style="list-style-type: none"> I can say the RWI set 1 single sounds in CVC words I can start to blend the sounds together 	<ul style="list-style-type: none"> I can segment the sounds in CVC words for reading I can blend the sounds in CVC words for reading 	<ul style="list-style-type: none"> I can read CVC words containing phase 2 sounds I can read CVC words containing known digraphs 	Read words consistent with their phonic knowledge by sound-blending.
		<ul style="list-style-type: none"> I can segment and blend CVC words I am starting to read captions using known sounds e.g. a big dog 	<ul style="list-style-type: none"> I can segment and blend simple words matched to my phonics knowledge I can read captions I can read phonics matched tricky words 	<ul style="list-style-type: none"> I can read simple sentences and books matched to my phonics I can read tricky words from phases 2 and 3 confidently 	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Progression of Skills in Reading

	Y1	Y2	Y3	Y4	Y5	Y6
Vocabulary	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> discusses effective language choices, e.g. <i>'slimy' is a good word there because ...</i> identifies that adverbs help to tell us how the character is feeling 	<ul style="list-style-type: none"> 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. <i>introduction, build up etc.</i> 	<ul style="list-style-type: none"> 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 how authors use precise vocabulary to meet the intended purpose/effect e.g. <i>They slipped into the room unnoticed</i> 	<ul style="list-style-type: none"> 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 notes words and phrases in pre twentieth century writing which have changed their meaning over time 	<ul style="list-style-type: none"> analyses, and explains the impact of, authors' techniques and use of language e.g. <i>expressive or figurative language, range of sentence structure, repetition etc</i> notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. <i>where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand</i>
Retrieving	<ul style="list-style-type: none"> with support, justifies their views about texts they have had read to them e.g. <i>uses the word 'because'</i> recognises patterns in texts, e.g. <i>repeated phrases and refrains</i> 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. <i>story openings and endings</i> understands that there is a range of non-fiction texts, e.g. <i>different layouts for</i> 	<ul style="list-style-type: none"> 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 shows awareness of use of features of organisation e.g. <i>index, bold headings</i> makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. <i>'I think she is selfish/kind/angry because it says she ...'</i> begins to understand that written language 	<ul style="list-style-type: none"> 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. <i>greetings in a letter/email, diary entries, numbers and headings in instructions</i> 	<ul style="list-style-type: none"> 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. <i>cinquain, haiku, calligram, kenning</i> 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. analyses how structural and presentational features contribute to purpose in a range of texts identifies events that are presented in more detail and those that are skimmed over identifies underlying themes in a range of narrative texts 	<ul style="list-style-type: none"> comments on use of language using terminology including onomatopoeia, metaphor, personification notes how cohesion is achieved in different ways identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader 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. <i>can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.</i> identifies how an author varies pace by using direct or 	<ul style="list-style-type: none"> 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. <i>wider reading</i> 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

Progression of Skills in Reading

	<p><i>instructions, non-fiction books etc.</i></p> <ul style="list-style-type: none"> • begins to understand how written language can be structured differently according to genre <i>e.g. in order to build surprise in a narrative or present facts in non-fiction</i> • comments on things that interest them 	<p>(standard English) has conventions that don't apply in spoken language</p> <ul style="list-style-type: none"> • explains differences between fiction and non-fiction • 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 simple literary language <i>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 themes</i> • 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 <i>e.g. "I grabbed" or ... he shouted.</i> 		<p><i>e.g. courage over adversity, loss etc.</i></p> <ul style="list-style-type: none"> • 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. 	<p>reported speech at different points in a story</p> <ul style="list-style-type: none"> • 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 <i>e.g. retrieves information from a report to inform a persuasive text</i> • identifies precision in the use of technical terminology and considers the different reasons for why an author might use this 	<p><i>e.g. categorise sub-sets of persuasive texts into groups</i></p>
<p>Summarising</p>	<ul style="list-style-type: none"> • identifies how non-fiction texts are sequenced • identifies the beginning, middle and end of stories and pattern in poetry 	<ul style="list-style-type: none"> • identifies the sequence of events <i>e.g. answers questions such as 'Which event happened first? What happened before he fell over?'</i> 	<ul style="list-style-type: none"> • summarises main ideas from a text • begins to identify themes across texts <i>e.g. friendship, good and evil, bullying</i> 	<ul style="list-style-type: none"> • explains and justifies an opinion on the resolution of an issue/whole narrative • summarises the main ideas of a non-fiction text 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • summarises competing views • analyses dialogue at certain points in a story and summarises its purpose <i>e.g. to explain plot, show character and relationships, convey mood or create humour</i>

Progression of Skills in Reading

						<ul style="list-style-type: none"> discusses main ideas from a text within a group and summarises the discussion
Inferring	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 e.g. <i>that the wolf would see the story of Red Riding Hood differently from the girl herself</i> explains how the way a character speaks reflects their personality identifies common themes in traditional tales e.g. <i>use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour</i> evaluates simple persuasive devices e.g. <i>says which posters in a shop or TV adverts would make them want to buy something, and why</i> with support, justifies their views about what they have read 	<ul style="list-style-type: none"> 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. <i>what words/phrases in this description indicate that bad things might be about to happen in this place?</i> identifies evidence of relationship between characters based on dialogue and behaviour analyses the use of language to set scenes, build tension or create suspense 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, <i>'what other words/phrases in this passage tell us that he is a sinister character?'</i> 	<ul style="list-style-type: none"> 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 summarises the way that the setting affects characters' appearance, actions and relationships e.g. <i>'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'</i> 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 	<ul style="list-style-type: none"> 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 explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text summarises ideas across paragraphs, identifying key details that support the main ideas identifies conventions across a range of non-fiction text types and forms e.g. <i>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</i> analyses characters' appearance, actions and relationships and makes deductions about differences 	<ul style="list-style-type: none"> 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 explains underlying themes across a range of poetry e.g. <i>can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.</i> explains the intent of the author e.g. <i>explains how the author has tried to manipulate the emotions/bias of the reader</i> identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. <i>in parody</i>

Progression of Skills in Reading

					<p>in patterns of relationships and attitudes</p> <ul style="list-style-type: none"> 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 	
Predicting	<ul style="list-style-type: none"> predicts events and endings 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct 	<ul style="list-style-type: none"> predicts on the basis of mood or atmosphere how a character will behave in a particular setting 	<ul style="list-style-type: none"> identifies whether changes in characters met or challenged the reader's expectations 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied. Support predictions by using relevant evidence from the text Confirm and modify predictions in light of new information.
Analysing			<ul style="list-style-type: none"> analyses and compares plot structure recognises the move from general to specific detail 	<ul style="list-style-type: none"> analyses how the structure of non-fiction relates to its purpose <i>e.g. how the points in a persuasive speech lead you to the author's viewpoint</i> analyses how poetry is structured and its effect on the reader exemplifies the move between generalisations and specific information 	<ul style="list-style-type: none"> 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) <i>e.g. experimenting with the different paths that the reader can take through the text</i> analyses paragraph structures in similar texts noting and commenting on similarities and differences 	<ul style="list-style-type: none"> justifies personal response to narratives with suitable expansion <i>e.g. whether it was believable, whether dilemmas were resolved satisfactorily</i> identifies how authors use a range of narrative structures <i>e.g. stories within stories, flashbacks and can demonstrate understanding by re-telling/writing the narrative using a different structure</i>
Authorial Intent			<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> understands how authors use a variety of sentence constructions explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them 	<ul style="list-style-type: none"> recognises the style of different authors and recognises their intended audience 	<ul style="list-style-type: none"> justifies agreement or disagreement with narrator's point of view when evaluating a text

Progression of Skills in Reading

Comparing			<ul style="list-style-type: none"> • comments on the effect of scene changes e.g. <i>moving from a safe to a dangerous place to build tension</i> 	<ul style="list-style-type: none"> • comments on differences between what characters say and what they do 	<ul style="list-style-type: none"> • identifies balanced or biased viewpoints and discuss texts which • explore more than one perspective on an issue • checks whether viewpoint changes in the story 	<ul style="list-style-type: none"> • explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. <i>'I didn't like this character at the beginning because but now I understand why</i>
Reading Behaviours & Fluency	<ul style="list-style-type: none"> • Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 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 	<ul style="list-style-type: none"> • 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. <i>in non-fiction description is generally used for precision rather than to create an emotional response.</i> 	<ul style="list-style-type: none"> • Asks increasingly informed questions to improve understanding of a text e.g. <i>'I wonder if this is like ... because...(linking to other texts)'</i>, <i>'Perhaps he did that because (linking own experiences/that of other characters)'</i> • comments on use of language using terminology including alliteration, rhythm, rhyme, simile • uses dictionaries independently to check meaning of new vocabulary 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • refines questions to deepen understanding of a text e.g. <i>can generate a further question based on an initial question that takes the group's thinking further</i> • uses technical and other terms needed for discussing what they hear and read e.g. <i>metaphor, simile, analogy, imagery, style and effect</i> • justifies personal response to particular texts and characters with evidence 	<ul style="list-style-type: none"> • 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