



Pollington-Balne CE Primary School



Reading Skills Progression Overview

(minimum expectations by end of year)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Becoming very familiar with key stories and retelling them explain clearly their understanding of what is read to them.	Becoming increasingly familiar with and retelling a wider range stories answering and asking questions Discussing the sequence of events in books and how items of information are related.	Increasing their familiarity with a wide range of books and retelling some of these orally Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these Retrieve and record information from non-fiction.		Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Retrieve, record and present information from non- fiction.	
VOCABULARY	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Organise, sequence & clarify thinking, ideas, feelings & events. Shows awareness of audience in way the speak.	Recognise vocabulary associated with different genres provided by the teacher. Discuss word meanings, linking new meanings to those already known. Capture and apply new vocabulary in writing.	Recognise simple recurring literary language in stories and poems e.g. repetition. Discuss and clarify the meanings of new words, linking new meanings to known vocabulary. Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context Recognise and join in with predictable phrases. Collect and apply new vocabulary in writing.	Identify patterns in language e.g. repetition, rhyme, alliteration. Identify and generate words with similar meanings or linked to a specific focus. Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. Explain the meaning of words in given contexts. Begin to discuss language to extend their interest in the meaning and origin of words Begin to use dictionaries to check the meaning Discuss their favourite words and phrases from the text. Begin to recognise key vocabulary and language features from different genres and apply to writing.	Identify and generate words with similar and opposite meanings. Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. Explain the meaning of words in given contexts. Discuss language to extend their interest in the meaning and origin of words. Use dictionaries to check the meaning of words that they have read. Discuss words and phrases that capture the reader's interest and imagination. Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices. Explain why the author has used a particular word or phrase. Recognise key vocabulary and language features from different genres and apply to writing.	Identify figurative language devices. Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context. Ask questions about vocabulary to improve their understanding Discuss how language contributes to the overall meaning. Discuss how authors use figurative language and the impact of these on the reader Compare the impact of different language devices within a text. Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader.	Identify words and phrases that create a particular mood, feeling or attitude including figurative language. Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Ask questions to help clarify their understanding of vocabulary. Explain how words and phrases create a particular mood, feeling or attitude Consider the impact on the reader of a range of vocabulary and language devices. Compare the impact of language devices across texts. Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader. Suggest how language would need to change for different audiences.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
INFERENCE	Talk about what happens and why these things occur. Develop own narratives and explanations by connecting ideas or events	Make links to personal experiences. Make inferences about character types based on actions E.g. infer stock character types (good/bad/evil/hero etc.) based upon their actions	Begin to describe (in book talk) cause and effect e.g. the effect a character's actions have on other characters. Draw upon personal experiences when commenting on a text. Draw upon knowledge of the topic outside of the book including other similar books Make simple inferences about character feelings	Identify the cause of an event. Infer an effect of a specific event or action. Justify inferences with evidence. Infer characters' feelings, thoughts and motives	Identify the multiple causes of an event Infer and comment on a range of possible effects of a specific event or action Justify inferences with evidence from within the text and experiences and/or reading beyond the text. Infer characters' feelings, thoughts and motives from their actions at different points in a story	Infer and comment on the possible causes of events and actions. Identify which causes are most/least likely based upon evidence in the text and beyond Justify inferences backed by one type of textual evidence from across the text. Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text. Identify statements of fact and opinion.	Infer, comment on and make links between the cause and effects of events and actions. Evaluate the impact of different causes and effects on people and places. Justify inferences backed by a range of types of evidence from across the text. Infer and compare different characters' thoughts, feelings and motives at the same points in a story.
PREDICTION	Make predictions They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.	Predict whether a book will be story or non-fiction based upon the cover and title Predict what might happen based on what has been read so far	Make predictions prior to reading based upon the title, cover and skim reading of illustrations. Make predictions based upon events in the text so far. Make predictions using experience of reading books based on other familiar texts	Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings. Make predictions based upon events and actions of characters so far in a story. Make predictions drawing upon knowledge from other texts. Make predictions based upon background	Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text Make predictions drawing upon knowledge from other texts.	Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion. Categorise predictions as likely/unlikely based upon what has been read so far.	Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author. Make predictions using evidence stated and implied
EXPLAIN			Explain their understanding of books poems and other materials that they have read and which have been read to them. Explain and discuss the key information from what is seen or read (link to sequencing).	Explain the meaning of words in given contexts. Explain why the author has used a particular word or phrase.	Explain how presentational devices impact on reading and support meaning e.g. italics, bold, diagrams, bullet points. Explain how topic sentences (first sentence of section) help cue the reader into the content of paragraphs.	Explain and discuss their understanding of what they have read. Explain why the author has chosen to structure/present the text in particular way or use a particular structural organizer.	Explain the relationship between characters, plot, setting, point of view and theme. Explain and discuss their understanding of what they have read through formal debates
RETRIEVAL	Answer 'how' and 'why' questions about their experiences & in response to stories or events. - Follow text to play 'jump in' in phonics - 'Fastest finger' to answer questions in phonics.	Answer simple questions about characters, setting and key events in a story.	Answer questions about characters, setting/s and key events. Answer find it questions about key information in a non-fiction text .	Find and select the word/s in a section of a text to answer find it questions.	Find and select words and phrases to answer find it questions from different sections of unknown texts.	Find and select words and phrases from across a whole text to answer find it questions.	Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions.
SEQUENCE / SUMMARISE	Sequence pictures from a story or with familiar events.	Sequence pictures for the beginning, middle and end of a story read.	Sequence events from a story, explaining reasons for choices.	Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices.	Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying choices.	Sequence sections/ outlines of unknown texts based upon knowledge of genre features.	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back.

