



Reading Progression of skills

Word Reading and fluency				
National Curriculum				<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes as listen in English appendix 1, to read aloud and to understand the meaning of new words that they meet
	Year 3	Year 4	Year 5	Year 6
Word Reading	<ul style="list-style-type: none"> Use phonic knowledge to decode quickly and accurately Apply growing knowledge of root words, prefixes and suffixes (including in-, im-, il-, ir-, dis-, mis-, un-) to reading aloud Begin to read Year 3 and 4 exception words 	<ul style="list-style-type: none"> Use growing knowledge of root words, prefixes and suffixes (including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous) to reading aloud Read and decode further exception words accurately 	<ul style="list-style-type: none"> Read aloud most new words linked to the expectation of Year 5 spelling Read most Y5/Y6 exception words Recognising meaning through contextual clues 	<ul style="list-style-type: none"> Read aloud all words linked to the expectations of Year 6 spelling. Decode unfamiliar words with increasing speed and skill, recognising meaning through contextual clues
Fluency	It is essential that by the end of their primary education, all pupils are able to read fluently and with confidence.			
Comprehension – Develop positive attitudes				
National Curriculum	Develop positive attitudes and understanding by: <ul style="list-style-type: none"> Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes 		<ul style="list-style-type: none"> Continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes 	



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	<ul style="list-style-type: none"> • Use dictionaries to check the meanings of words that they have read • Increase their familiarity with a wide range of books including fairy stories, myths and legends, and retell some of these orally • Identify themes and conventions in a wide range of books • Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discuss words and phrases that capture the reader's interest and imagination • Recognise some different forms of poetry (free verse, narrative) 		<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Recommend books that they have read to their peers, giving reasons for their choices • Identify themes and conventions in and across a wide range of books • Make comparisons within and across books • Learn a wider range of poetry by heart • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	
Range of texts/genres	<ul style="list-style-type: none"> • Read fiction and non-fiction texts that are structured in different ways • Name and describe the function of a range of common organisers (e.g. contents, headings, index, 	<ul style="list-style-type: none"> • Read fiction and non-fiction texts that are structured in different ways • Name and describe the function of a range of common organisers (e.g. contents, headings, index, glossary, sub-headings, diagrams, captions, labels and bibliography) 	<ul style="list-style-type: none"> • Read fiction and non-fiction texts that are structured in different ways • Identify structural organisers and make comparisons within and across books • Explain why the author has 	<ul style="list-style-type: none"> • Read fiction and non-fiction texts that are structured in different ways for different purposes (e.g. fun or research) • Identify structural organisers and make comparisons within and across books • Discuss the effectiveness of different



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	<p>glossary, sub-headings, diagrams)</p> <ul style="list-style-type: none"> • Use a range of structural organisers to retrieve information from non-fiction texts 	<ul style="list-style-type: none"> • Use a range of structural organisers to retrieve information from non-fiction texts 	<p>chosen to structure/present the text in a particular way or use a particular structural organiser</p>	<p>structures/presentations of fiction and non-fiction</p>
<p>Familiarity of a wide range of genres</p>	<ul style="list-style-type: none"> • Recognise and name some different forms of poetry • Compare and contrast features of stories read e.g. characters, settings and themes 	<ul style="list-style-type: none"> • Recognise and describe the typical features of a wide range of forms of poetry • Recognise and describe some features of fiction genres • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene and stanza. 	<ul style="list-style-type: none"> • Identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres. 	<ul style="list-style-type: none"> • Identify, compare and contrast the features of a range of fiction genres • Explain major differences between text types.
<p>Themes and conventions and making comparisons.</p>	<ul style="list-style-type: none"> • Begin to compare and contrast features of 	<ul style="list-style-type: none"> • Begin to compare and contrast character development in a 	<ul style="list-style-type: none"> • Identify, compare and contrast the features of a range of different 	<ul style="list-style-type: none"> • Identify, compare and contrast the features of a range of fiction genres including poetry



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	<p>stories read e.g. characters, settings, openings, endings</p> <ul style="list-style-type: none"> • Begin to compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative • Identify and compare themes of fictional stories. 	<p>play to characterisation in stories or narrative poetry</p> <ul style="list-style-type: none"> • Begin to compare and contrast information from different sources about the same topic, identifying similarities in content and structure • Begin to compare and contrast the themes, settings and plots of stories • Identify and compare themes in a wider range of fiction and non-fiction 	<p>forms of poetry, non-fiction and fiction</p> <ul style="list-style-type: none"> • Compare and contrast purpose and viewpoint • Begin to compare and contrast authors' styles • Compare how a common theme is presented in a range of texts 	<ul style="list-style-type: none"> • Compare information, ideas, values and attitudes represented within and across texts • Analyse how an author develops and contrasts points of view of different characters in a text • Compare and contrast authors' style, purpose and viewpoint • Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories.
Retelling	<ul style="list-style-type: none"> • Retell a wide range of stories orally using actions and visual cues 	<ul style="list-style-type: none"> • Retell a wide range of texts orally, which is balanced and clear 	N/A	
Performing	<ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and to perform, showing 	<ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and to perform, showing understanding 	<ul style="list-style-type: none"> • Learn a range of poetry by heart • Prepare poems and plays to read aloud to perform, 	<ul style="list-style-type: none"> • Learn a range of poetry by heart • Prepare poems and plays to read aloud to perform, showing



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	understanding through volume and action	through intonation, tone, volume and action	showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	understanding through intonation, tone and volume so that the meaning is clear to an audience.
Dictionaries	<ul style="list-style-type: none"> Begin to use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read 	N/A – see asking questions	
Reviewing	<ul style="list-style-type: none"> Write structured reviews of a text, stating which were their favourite parts and why 	<ul style="list-style-type: none"> Write structured reviews of a text, evaluating the overall text as well as reviewing specific elements 	<ul style="list-style-type: none"> Recommend to their peers orally and in writing books that they have read Give reasons for recommendations <p>Write independent reviews of a text</p>	<ul style="list-style-type: none"> Recommend books that they have read to wider audiences e.g. online, blogs, SMAB Twitter <p>Write independent reviews and give reasons for specific recommendations</p>
Comprehension – Understanding what they read in books they can read independently by:				
National Curriculum	<ul style="list-style-type: none"> Checking that the text makes sense, discussing their understanding, explaining the meaning of words in context Asking questions to improve their understanding 		<ul style="list-style-type: none"> Checking that the books makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding 	



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	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than 1 paragraph and summarise these • Identify how language, structure and presentation contribute to meaning 		<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning 	
<p>Checking understanding, explaining and exploring the meaning of words in context</p> <p>See also dictionaries</p>	<ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words • Explain the meaning of words in given contexts 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words • Explain the meaning of words in given contexts 	<ul style="list-style-type: none"> • Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context 	<ul style="list-style-type: none"> • Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context
<p>Asking questions</p>	<ul style="list-style-type: none"> • Begin to discuss language to extend their interest in the meaning and origin of words 	<ul style="list-style-type: none"> • Discuss language to extend their interest in the meaning and origin of words 	<ul style="list-style-type: none"> • Ask questions about vocabulary to improve their understanding 	<ul style="list-style-type: none"> • Ask questions to help clarify their understanding of vocabulary



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Inference	<ul style="list-style-type: none">• Infer an effect of a specific event or action• Draw inferences on characters' actions and feelings and explore through role play such as hot seating• Ask and answer inference questions about a story or non-fiction text which begins to develop character's feelings and actions	<ul style="list-style-type: none">• Infer and comment on a range of possible effects of a specific event or action• Draw inferences on characters' actions, motives and feelings and explore through role play such as hot seating• Ask and answer inference questions about a story or non-fiction text which begins to develop character's feelings, actions or motives	<ul style="list-style-type: none">• Infer and comment on the possible causes of events and actions• Draw inferences on characters' actions, motives, thoughts and feelings and explore through role play such as hot seating• Ask and answer relevant inference questions for a range of non-fiction and fiction texts.• In discussions and through role play, ask/answer relevant inference questions about characters' feelings, actions, thoughts and motives.	<ul style="list-style-type: none">• Infer, comment on and make links between the cause and effects of events and actions.• Ask and answer relevant inference questions for a range of non-fiction and fiction texts.• Ask and answer inference questions which explore the detail of a text or which require comparison across a text.
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<p>Use of evidence</p>	<ul style="list-style-type: none"> • Justify inferences with evidence • <i>Infer character's feelings, thoughts and motives</i> 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Explain thoughts with evidence from the text to support (T. Tracker) 	<ul style="list-style-type: none"> • Justify inferences backed by a range of types of evidence from cross the text • Infer and compare different characters' feelings, thoughts and motives at different points in a story • I can fully explain my views with reasons and evidence from the text (T. Tracker)
<p>Prediction</p>	<ul style="list-style-type: none"> • Make predictions prior to reading based upon the cover, title, and skim reading of illustrations, contents page and headings • Can make predictions based upon events and actions of 	<ul style="list-style-type: none"> • Make predictions prior to reading about the likely type of characters or events in a story based upon the cover, title, knowledge of the author and genres of writing • Make plausible predictions based upon events and actions of characters 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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



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	<p>characters so far in a story</p> <ul style="list-style-type: none"> • Make predictions drawing upon knowledge of other texts • Make predictions based upon background knowledge • Can make predictions from clues that they have read (T. Tracker) 	<p>so far in a story – identifying evidence in the text</p> <ul style="list-style-type: none"> • Make predictions drawing upon knowledge from other texts • Can predict what will happen next using details that they have already read (T. Tracker) 	<p>has been read so far</p> <ul style="list-style-type: none"> • Can make predictions about what might happen in increasingly complex texts by using evidence from the text (T. Tracker) 	
Summarising	<ul style="list-style-type: none"> • Summarise orally and in writing the main points from a paragraph using a wider range of prompts • Produce an annotated story/visual map to represent a text that has been read 	<ul style="list-style-type: none"> • Summarise orally and in writing the main points from several paragraphs or sections of a text • Produce an annotated drawing/diagram to represent/summarise a section of a text (non-fiction) • Complete diagrams, tables and charts to 	<ul style="list-style-type: none"> • Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this • Summarise in different ways including key information e.g. 	<ul style="list-style-type: none"> • Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this. • Summarise the themes or viewpoints for different texts. • Summarise in different ways for different audiences and purposes



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		summarise information	written summary, key words, pictures/diagrams and making notes for presentation	
Language, structure and presentation contribute to meaning	<ul style="list-style-type: none"> Identify patterns in language, e.g. repetition, rhyme, alliteration Identify and generate words with similar meanings or linked to a specific focus 	<ul style="list-style-type: none"> Identify and generate words with similar and opposite meanings 	Identify figurative language devices	Identify words and phrases that create a particular mood, feeling or attitude including figurative language
Comprehension - Retrieval				
National curriculum	Retrieve and record information from non-fiction texts		Retrieve, record and present information from non-fiction	
Retrieval from Non-fiction	<ul style="list-style-type: none"> Retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction over a wide range of subjects 	<ul style="list-style-type: none"> Can find and write down facts and information from non-fiction texts 	<ul style="list-style-type: none"> Can find and write down facts and information from non-fiction texts
Retrieval skills and questions	<ul style="list-style-type: none"> Skim and scan to identify and use headings and sections in books (glossaries, 	<ul style="list-style-type: none"> Scan different sections of unknown texts (fiction and non-fiction) to find missing information 	<ul style="list-style-type: none"> Scan different texts to find evidence to support answers to questions 	<ul style="list-style-type: none"> Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum



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	<p>indexes, contents) to retrieve information</p> <ul style="list-style-type: none"> Find and select word/s in a section of a text to answer retrieval questions 	<ul style="list-style-type: none"> Find and select words and phrases to answer retrieval questions from different sections of unknown texts 	<ul style="list-style-type: none"> Speed read or skim the text to gain the gist or main ideas Find and select words and phrases from across a whole text to answer retrieval questions 	<p>e.g. history and geography</p> <ul style="list-style-type: none"> Find, select and combine relevant words and phrases from more than one text/source to support answers to retrieval questions
Comprehension – Discussions				
National Curriculum	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say 		<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views 	
Discussions and presentations	<ul style="list-style-type: none"> Can talk about books and poems and can take turns in telling people about them 	<ul style="list-style-type: none"> Can join in a clear and reasoned discussion about the books and poems that I have read, 	<ul style="list-style-type: none"> Participate in discussions about books, building on their own and others' ideas 	<ul style="list-style-type: none"> Participate in discussions about books, building on their own and others' ideas



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	<ul style="list-style-type: none"> • Discuss words and phrases that capture the readers interest and imagination 	<p>taking turns and listening to others</p> <ul style="list-style-type: none"> • Discuss the impact words and phrases which capture the readers interest and imagination 	<ul style="list-style-type: none"> • Ask questions to clarify others' opinions • Explain and discuss their understanding of what they have read • Provide reasoned justifications for their views • Identify and discuss themes and points of view within and across a text 	<ul style="list-style-type: none"> • Can fully explain views with reasons and evidence from the text • Can show understanding of texts and poems through presentations and debates and can present information using notes created to help focus on the topic of the presentation. • Provide reasoned justifications and a wider range of evidence to support their views • Comment on the overall impact of a text on the reader
Author use of language	<ul style="list-style-type: none"> • Discuss word and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices • Explain why an author has used a particular word or phrase 	<ul style="list-style-type: none"> • Identify figurative language devices • Discuss how language contributes to the overall meaning • Discuss how authors use figurative language and the 	<ul style="list-style-type: none"> • Identify words and phrases that create a particular mood, feeling or attitude including figurative language • Explain how words and phrases create a particular mood, feeling or attitude • Consider the impact on the reader of a range of



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			impact on the reader <ul style="list-style-type: none">• Compare the impact of different language devices within a text	vocabulary and language devices <ul style="list-style-type: none">• Compare the impact of language devices across texts
National Curriculum - fact and opinion				
NATIONAL CURRICULUM			<ul style="list-style-type: none">• Distinguish between statements of fact and opinion	