








Reading Progression


	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Reading Vocabulary	KS1	LKS2		UKS2	
	Discusses & clarifies the meanings of words, linking new meanings to known vocabulary.	Uses a dictionary to check the meaning of words that they have read.	Uses a dictionary, with increased confidence, to check the meaning of words that they have read.	Uses contextual & genre knowledge to determine alternate meanings of known words.	Identifies & comments on genre-specific language features used in age-appropriate texts, e.g., shades of meaning between similar words

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Reading Inferring	KS1	LKS2		UKS2	
	- Makes inferences on the basis of what is being said & done.	- Draws inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence	- Can draw inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence	- Begins to draw more complex inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifies inferences with at least one piece of evidence - Begin to make links between the authors' use of language & the inferences drawn - Refer accurately to elements from across the text to support predictions & opinions.	- Can draw complex inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifies inferences with evidence. - Refers to the text to support predictions & opinions - Begin to see how inferences draw on the connotations of words, their use in context & that they can be cumulative, as clues are picked up through a text, e.g., action & dialogue (as well as descriptive language) enable inferences to be developed.

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Reading Predicting	KS1	LKS2		UKS2	
	- Predicts what might happen on the basis of what has been read so far (using a range of clues e.g., experience of books written by the same author; experience of books already read on a similar theme, book title, cover & blurb).	- Predicts what might happen from details stated or implied.	- Predicts what might happen from details stated & implied (using an image/chapter title/single sentence).	- Predicts what might happen from details stated & implied, explaining & justifying these with at least one reference to the text.	- Makes predictions from details stated & implied explaining & justifying these using at least two quotations & text references to support ideas & arguments.

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Reading Explanation	KS1	LKS2		UKS2	
		- Discusses words & phrases that capture the reader's interest & imagination. - Identifies specific language which contributes to the development of meaning.	- Discusses words & phrases that capture the reader's interest & imagination. - Identifies how language, structure, & presentation contribute to meaning. - Notice & discuss the author's choice & order of content linked to purpose. For example: Why has the author started the story in the middle of the events? Why has the author included that the Vikings created beautiful jewellery?	- Identifying how language, structure & presentation contribute to meaning. - Discuss & evaluate how authors use language, including figurative language, considering the impact on the reader. - Identify & explain the author's point of view with reference to the text. - Consider the similarities & differences in approaches taken & viewpoints of authors & of fictional characters.	- Identifying how language, structure & presentation contribute to meaning. - Discuss & evaluate how authors use language, including figurative language, considering the impact on the reader.

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Reading Retrieving	KS1	LKS2		UKS2	
	- Is increasingly familiar with non-fiction books that are structured in different ways.	- Retrieves & records more complex information from non-fiction text/s. (e.g., using text features to locate information e.g., contents, indices, subheadings).	- Retrieves & records information from a wide range of non-fictions with varying complexities.	- Distinguishes between statements of fact & opinion & is beginning to understand why this is important to interpreting the text. - Retrieves records & presents information from more challenging non-fiction texts. - Retrieves & records information from non-fiction by using features to locate information e.g., contents, indices, subheadings - Beginning to skim & scans efficiently for vocabulary, key ideas & facts on both the printed page & screen.	- Distinguish between statements of fact & opinion & recognises in the language used by authors to influence readers. - Can confidently retrieve, record & present information from increasingly challenging non-fiction texts. - Can skim & scan efficiently to extract information from age-appropriate texts & make well organised notes of the main ideas using quotation & reference to the text using own words.

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Reading Summarising	KS1	LKS2		UKS2	
	- Discusses the sequence of events in books & how items of information are related.	- Identifies main ideas drawn from more than one paragraph & summarises these.	- Identifies main ideas drawn from more than one paragraph & summarising these.	- Summarises the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	- Summarises the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.

word reading & fluency, background knowledge, inference, prediction, vocabulary, summarising, retrieval, poetry

Year 1

- Can read words with increasing fluency without overt sounding and blending.
- Use phonics to decode words.
- Read common exception words.
- Can use the context of the text and pictures to read unfamiliar words.
- Can recognise, read and identify correct sound to grapheme for all graphemes.
- Can recognise, read and identify alternative sounds for some graphemes.
- Read words with simple contractions
- Read prefix, un-
- Read suffixes: -es, -ing, -er, -est, -ed
- Link what they read or hear to their own experiences.
- Is increasingly familiar with a wide range of poems, stories, fairy tales and traditional tales.
- Can answer simple 'How' and 'Why' questions from pictures or text.
- Can discuss actions of characters and justify views on the basis of what is being said and done.
- Can make predictions, sometimes based on what has been read so far.
- Can make predictions based on the title and cover.
- Can discuss word meanings, linking new meanings to those they already know.
- Can identify the beginning, middle and end of a story
- Explain what is read in their own words.
- Recall main points (who, what, where, when, how and why answers)
- Can recognise rhymes and some simple poems.
- Join in with predictable phrases or refrains.
- ALL VOCABULARY AND INFERENCE POINTS ALSO NEED TO BE COVERED WITHIN POETRY



Year 2

- Read 90 words per min.
- Read suffixes: -ly, -ful, -less, -ness, -ment.
- Read, recognise and identify the full range of vowel graphemes.
- Read, recognise and identify the full range of consonant graphemes.
- Can use context of the text to help read unfamiliar words.
- Is increasingly familiar with a wide range of poems, stories, fairy tales and traditional tales
- Can participate in discussions about books that are read to them or those they have read themselves.
- Can ask questions to improve their understanding of the text.
- Can discuss actions of characters and justify views by finding examples.
- Can make predictions based on what has been read so far.
- Can discuss word meanings, linking new meanings to those they already know.
- Can identify how vocabulary choices affect meaning.
- Can recognise adjectives, adverbs and similes.
- Can sequence events in a text.
- Can summarise the main points from a passage or a short text.
- Recall main points with reference to the text (5Ws+how).
- Retrieve specific information e.g. what type of clothes someone was wearing.
- Identify key words to answer recall questions.
- Scan the text for a specific purpose e.g. looking for character names.
- Can recognise recurring literary language in poems.
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Year 3

- Read 200 expected standard words per 5 mins.
- Read prefixes: re-, de-, pre-, non-, mis-, ex-, co-, anti-
- Read suffixes: -tion, -ive, -ic.
- Can decode unknown words rapidly and without undue hesitation.
- Can use the context of a sentence to help read unfamiliar words.
- Can read dialogue with appropriate expression.
- Is increasing their familiarity with a wide range of books (including fairy stories, myths and legends) and retelling some of these orally.
- Can recognise and talk about the main differences between fiction and non-fiction.
- Can identify the key themes of different genres.
- Can make simple connections between books by the same author.
- Can recognise some features of the text that relate to its historical setting or cultural background.
- Can empathise with a character's motives and behaviour.
- Can describe the actions of the main characters and justify views using evidence from the text.
- Can make inferences about character's actions in story based on evidence from the text.
- Can identify and discuss characters, speculating how they might behave giving reasons linked to the text.
- Can make predictions based on knowledge of the text (or books with similar themes or by the same author).
- Can begin to use a dictionary to check the meaning of words they have read.
- Can discuss word meanings, linking new meanings to those they already know.
- Can find a copy one word/phrase with a particular meaning.
- Can identify how vocabulary choices affect meaning.
- Can identify the author's choice of language to create mood and build suspense.
- Can summarise the main points from a passage.
- Can understand and talk about the purpose of a specific paragraph.
- Shows understanding of main points with reference to the text (5Ws and how).
- Is beginning to scan for a specific purpose (to find a key word).
- Is beginning to skim (to find a general area or paragraph possibly using sub-headings).
- Can read to answer who, what, why, where, when, which, how questions.
- Can recognise some different forms of poetry (e.g. free verse, narrative poetry).
- Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
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Year 4

- Confidently reads a range of texts aloud, considering intonation, tone, volume and actions.
- Use a range of strategies to decode words.
- Read and understand the meaning of Y3/4 prefixes.
- Read and understand the meaning of Y3/4 suffixes.
- Can read age appropriate texts with a good level of fluency and stamina.
- Demonstrates an ability to interpret how a character is feeling or behaving when reading dialogue aloud.
- Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it.
- Can make connections between books of the same author where there is a clear common style.
- Uses their broad reading experiences to compare books of a similar theme.
- Begins to recognise the cultural or historical settings of a text.
- Confidently discusses a range of reading experiences with peers and adults.
- Is able to describe the actions of characters in a text and begin to explain them.
- Can make inferences about character's actions based on evidence from the text.
- Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas.
- Can use a dictionary to check the meaning of words they have read.
- Gives meaning to new language using the context in which it appears.
- Can find words in a text that most closely match the meaning in a given word.
- Can explain how vocabulary choices affect meaning in a range of text types.
- Can identify language used to create atmosphere and discuss why this language has been chosen.
- Can summarise the main points from a chapter or short text.
- Is able to explain how paragraphs have been used to organise a text (non-fiction).
- Identify explicit details from the text, showing the section of the text they found the information.
- Is able to skim and scan short passages to answer recall questions.
- Is familiar a wider range of poetry types.
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word reading & fluency, background knowledge, inference, prediction, vocabulary, summarising, retrieval, poetry

Year 5

- Use a range of strategies to decode unfamiliar words without impacting on overall fluency.
- Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum.
- Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum.
- Gives developed detail in discussion about a range of texts, including personal opinion.
- Recognises common themes/styles in texts written by the same author.
- Identifies key themes and styles in books and extracts by a range of authors.
- Can explain the importance of cultural or historical settings on how a text is composed.
- Recognises the cultural or historical settings of a text and begin to explain the impact on setting, plot and character.
- Makes links between own reading experiences and that of others.
- Comments on the impact of organisational and presentational features of a text.
- Is able to describe and explain the actions, thoughts and feelings of a character.
- Begins to use evidence (including quotations) from description, dialogue and action to support their ideas.
- Can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event.
- Can identify whether statements from a text are fact or opinion.
- Gives feasible, reasoned predictions based on evidence.
- Uses knowledge of vocabulary and context to give meaning to new language.
- Explains using examples how vocabulary choices affect meaning in a range of text types.
- Recognises a range of descriptive devices including figurative language and how this impacts mood.
- Can summarise the main points from a whole text, with direct reference to the text.
- Selects information from across a text to explain or illustrate their ideas.
- Can accurately order simple summaries of key events from the text.
- Is able to skim and scan whole texts to answer recall questions.
- Can prove or disprove simple statements about a character by finding evidence in a text.
- Can answer who, what, why, where, when, which, how questions using direct reference to and quotes from the text.
- Can read and discuss the construction and meaning of different types of poetry.
- Comments upon language choices/structures of different authors.
- Confidently presents texts aloud to a range of audiences.
- ALL VOCABULARY AND INFERENCE POINTS ALSO NEED TO BE COVERED WITHIN POETRY



Year 6

- Use appropriate decoding strategies fluently and accurately.
- Can persevere with challenging texts with fluency, understanding and expression.
- Can read aloud with intonation that shows understanding.
- Can find and discuss evidence of themes and conventions in different genres and forms of text.
- Can identify and comment on the presentational features of a text.
- Recognises the cultural or historical settings of a text and explain the impact on setting, plot and character.
- Can empathise with different character's point of view.
- Can use personal experiences to make developed inferences.
- Can provide developed explanations for key information, events, character actions and motivations.
- Can explain and justify inferences, providing evidence (including quotations) from the text to support reasoning.
- Can search simple clues within the text to support 'adding between the lines'.
- Can use clues from action, dialogue and description to interpret meaning.
- Can make developed predictions that are securely rooted in the text and explain these fully using evidence.
- Can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text.
- Can independently find out what unknown words in a text mean using a range of strategies.
- Can show an understanding of the meaning of vocabulary in different contexts.
- Compare effective and ineffective vocabulary choices explaining how they affect meaning in a range of text types.
- Can provide straightforward explanations for the purpose of specific language on mood and atmosphere in a text.
- Can accurately and selectively summarise main ideas, events and information from fiction and non-fiction.
- Can identify key details and use quotes for illustration.
- Can accurately order summaries of different paragraphs within a text.
- Can identify the main message in a story.
- Can identify key features such as setting, action and past events.
- Can skim texts to get the general idea of the content of a piece.
- Can scan texts to find particular information.
- Can prove and disprove a statement about character or setting by finding evidence in the text.
- Can identify the main message in a poem.
- Can understand and recognise different forms of poetry, discuss their meanings and impact on the reader.
- ALL VOCABULARY AND INFERENCE POINTS ALSO NEED TO BE COVERED WITHIN POETRY