Progression in reading 2022

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary Content domain ref 2a give / explain the meaning of words in context 1a draw on knowledge of vocabulary to understand texts	Introduce and discuss key vocabulary, linking meanings of new words to those already known. Pupil can usually draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed: e.g. Pupil knows the meaning of tooth and brush and reads compound word toothbrush, deducing its meaning.	Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. Pupils can discuss their favourite words and phrases	Explain the meaning of unfamiliar words by using the context.	Explain the meaning of key vocabulary within the context of the text Pupil can usually independently monitor reading of age appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. lunchtime monitor, computer monitor, monitor the temperature	Explain the meaning of words within the context of the text.	Explain the meaning of new vocabulary within the context of the text.

Key questions:

KS1 What does the word ………. mean in this sentence? • Find and copy a word which means ………. • What does this word or phrase tell you about ………? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think ………. is repeated in this section?

KS2 What do the words …… and …… suggest about the character, setting and mood? • Which word tells you that….? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means…… • Find and highlight the word that is closest in meaning to…… • Find a word or phrase which shows/suggests that…….

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inference Content domain ref 2d make inferences from the text / explain and justify inferences with	Make basic inferences about what is being said and done. Answer 'why' questions requiring basic inference, e.g. Why do you think he said…? Why do you	Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? Pupil can usually draw inferences based on what is being said and done: e.g.	Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text. Pupil is beginning to draw inferences from their independent reading of age appropriate texts, often correct but not always fully	Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Pupil is beginning to draw inferences from their	Draw inferences about characters' motives and justify inferences with references to characters' thoughts and feelings e.g. Why did Bess pull the trigger	Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation. Pupil can draw inferences from their independent reading of age-

| evidence from the text
1d make inferences from the text | think he did that?
Can link text title and events.
Pupil can discuss the link between events and the text title: e.g. when discussing the title and events around the book 'We are Going on a Bear Hunt', pupil might comment: 'It is a good title because the children looked and looked everywhere for bears. When you hunt you look everywhere. | Great Aunt Al offers to pay for Sophie to have riding lessons so she must be a generous person. She might even pay for a pony! | supported by reference to the text: e.g. Aunt Fidget Wonkham-Strong hates it when Tom fools around because she thinks it isn't useful, so she threatens Tom. She thinks he will hate playing against the captain and it will teach him a lesson and stop him fooling around. I know because she says boys don't forget it in a hurry. She wants to change his behaviour. | independent reading of age appropriate texts, often correct but not always fully supported by reference to the text: e.g. Dad turns Fudge upside down and threatens to do more than whack him on the back, but he is not being cruel. I think he is a good dad because he tries to stop Fudge annoying Peter and he carries the baby in the carrier sometimes. And all five of them go for ice cream every evening so he spends time with his family doing things kids like. | in the poem 'The Highwayman'?
Pupil can draw inferences from their independent reading of age appropriate texts and explain thinking, returning to text to support opinions: e.g. Mr Napier doesn't seem to believe Ginger and wants to get her in trouble. He asks silly questions and the author says he winks at the children in the playground who are laughing at Ginger. Teachers shouldn't do that, it's childish | appropriate texts and explains thinking, routinely returning to text to support opinions: e.g. Mr Pendanski sits in a circle with the boys and ask them about their future. He seems to really care about them because he won't let X-ray laugh at the idea of Magnet being an animal trainer. He talks to all of them with respect but he's not soft because he tells them they are each the only person responsible for them being |

KS1 Why was……. feeling……..? • Why did ………… happen? • Why did ………. say ……….? • Can you explain why……….? • What do you think the author intended when they said……….? • How does ………. make you feel

KS2 Find and copy a group of words which show that… • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of …… show that they are …….. • How can you tell that…… • What impression of …… do you get from these paragraphs? • What voice might these characters use? • What was …. thinking when….. • Who is telling the story?

| Prediction
Content domain ref 2e Predict what might happen from details stated and implied
1e predict what might happen on the basis of what has been read so far | Make predictions based on what has been read so far and give simple reasons.
Pupil can usually predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g. Mr Gumpy is saying yes to everyone and telling them all to behave themselves but I think some of them won't be able to be good all the time | Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far
Pupil can usually predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g. I think Sophie is going to get all mucky | Make plausible predictions based on details stated giving reasons
Pupil can usually read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. Well, we know Tom is going to beat the Captain and his team from the title, and I think he will find all his fooling around has given him the skills he needs to win the games. | Make predictions based on information stated and implied.
Distinguish between information which is stated and that which is implied, e.g. complete a sorting activity using some statements which make direct references to the text and others which contain implied information | Predict consequences using a combination of information, including that which is stated and that which is implied.
Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. I think Ginger will try to set the stray dog free. She is terrified of | Predict consequences using a combination of information, including that which is stated and that which is implied.
Pupil can usually read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. I think we're being told about the yellow-spotted lizard and how it likes to live in holes because Stanley is going to get bitten by one. The author just made sure in the previous chapter that we know |

		because she gets too close to the animals and nobody will want to sit next to her on the bus going back to school.		Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. Fudge keeps repeating everything Peter says so I think he is going to suggest worm flavoured ice cream because there has been so much talk about worms. He might get thrown out of the ice cream shop!	dogs but she hates to see anything unfair. I know because she just shouted at the school principal for taking down Mr Wong's pictures even though she's scared of him,	the boys use holes to go to the bathroom so the reader is being set up for it. Magnet also warns him, and often when a character gets a warning it also warns the reader the bad thing is going to happen

KS1: Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?

KS2 From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain					
2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through			**Retrieve and record information from non-fiction.** Pupil can usually identify questions to be answered beforehand and use the specific features of age appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved: e.g. uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L).	**Retrieve and record information from nonfiction** Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate nonfiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved: e.g. is making and organising own notes from a non-fiction book or website to answer questions devised earlier.	**Retrieve, record and present information from nonfiction** Pupil can usually identify questions to be answered beforehand and use the specific features of age appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others: e.g. has a range of models for making notes like	**Retrieve, record and present information from nonfiction** Pupil can usually identify questions to be answered beforehand and use the specific features of age appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others.

choice of words and phrases 2h make comparisons within the text					spidergrams or a grid of boxes with labels and can quickly find any recorded information for later use	

KS1 Questions Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?

KS2 Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ….. effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does ….. have on the audience? • How does the author engage the reader here? • Which words and phrases did ….. effectively? • Which section was the most interesting/exciting part? • How are these sections linked?

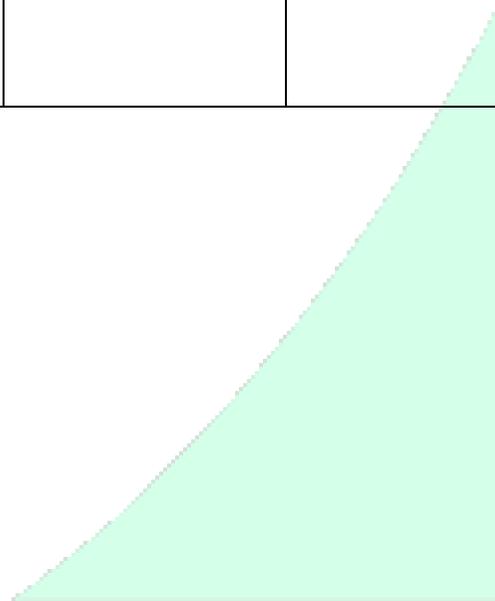| Retrieve 2b retrieve and record information / identify key details from fiction and non-fiction 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information | Pupil can identify the predictable phrases in a text and usually enjoys saying them aloud with the class: e.g. identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down To identify a few basic features of organization in non-fiction texts, such as sub-headings | Pupil can explain how non-fiction books are used, they can independently identify key features and use these to help them find information: e.g. facts, photographs, diagrams, labels, index, heading. To identify non-fiction text types by identifying their language features | Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved: e.g. uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L). | Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved: e.g. is making and organising own notes from a non-fiction book or website to answer questions devised earlier. | Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others: e.g. has a range of models for making notes like spidergrams or a grid of boxes with labels and can quickly find any recorded | Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others. |

					information for later use.	

KS1 Questions What kind of text is this? • Who did…..? • Where did…..? • When did…..? • What happened when…..? • Why did …….. happen? • How did …….? • How many…..? • What happened to……?

KS2 How would you describe this story/text? What genre is it? How do you know? • How did…? • How often…? • Who had…? Who is…? Who did….? • What happened to…? • What does…. do? • How ….. is ……..? • What can you learn from …… from this section? • Give one example of…… • The story is told from whose perspective?

Summarise 2c summarise main ideas from more than one paragraph 1c identify and explain the sequence of events in texts	Relate texts to own experiences and describe with some detail. Pupil demonstrates enthusiasm for listening and responding to rhymes and poems: e.g. Pupil comments on rhymes, word choice, humour, favourite poems. Usually joins in with reciting some by heart.	Discuss the main events in stories and sequence using language such as First of all…, Moments later…, After a while…, Finally…	Sequence the main events in stories, orally and in note/picture form. Discuss each main event, sharing opinions.	Participate in discussion about what is read to them and books they have read independently, taking turns and listening to others e.g. expressing preferences and giving reasons, making recommendations or challenging others courteously	Summarise, orally and in in writing, main ideas drawn from more than one paragraph and identify key details which support this.	Summarise, orally and in writing, main ideas drawn from more than one paragraph and identify key details which support this.

KS1 Questions Can you number these events 1-5 in the order that they happened? • What happened after …….? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

KS2 How would you describe this story/text? What genre is it? How do you know? • How did…? • How often…? • Who had…? Who is…? Who did….? • What happened to…? • What does…. do? • How ….. is ……..? • What can you learn from …… from this section? • Give one example of…… • The story is told from whose perspective?

Authorial Intent		discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation	discussing words and phrases that capture the reader's interest and	discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure,	identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use	identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use

		contribute to meaning	imagination *identifying how language, structure, and presentation contribute to meaning	and presentation contribute to meaning	language, including figurative language, considering the impact on the reader	language, including figurative language, considering the impact on the reader
Decoding	Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes Read accurately by blending taught GPC Read common Exception words Read common suffixes (-s, -es, -ing, -ed, etc.) Read multisyllable words containing taught GPCs Read contractions and understand use of apostrophe read aloud phonically decodable text	Secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multisyllable words containing these graphemes Read common suffixes Read exception words, noting unusual correspondences Read most words Quickly &accurately without overt sounding and blending	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of reading	•listening to and discussing a wider range of poems,	Listening to, discussing and expressing views about a wide range	Listening to and discussing a wide range of fiction, poetry, plays, non-	Listening to and discussing a wide range of fiction, poetry, plays, non-	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-	Continuing to read and discuss an increasingly wide range of fiction,

	stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences	of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes	fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes	fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons withinand across books	poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books
Familiarity with the text	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	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 *identifying and discussing themes and conventions in and across a wide range of writing	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 *identifying and discussing themes and conventions in and across a wide range of writing
Poetry & performance	learning to appreciate rhymes	continuing to build up a repertoire of poems learnt by	Preparing poems and playscripts to	Preparing poems and playscripts to read aloud and to	learning a wider range of poetry by heart	learning a wider range of poetry by heart

	and poems, and to recite some by heart	heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	perform, showing understanding through intonation, tone, volume and action*recognising some different forms of poetry	preparing 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	preparing 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
Non-Fiction	Read a range of non-fiction texts of their ability and beyond.	Being introduced to non- fiction books that are structured in different ways	retrieve and record information from non-fiction	retrieve and record information from non- fiction	Distinguish between statements of fact and opinion *retrieve, record and present information from non- fiction	Distinguish between statements of fact and opinion *retrieve, record and present information from non- fiction
Discussing Reading	Participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	participate in discussion about books, poems& other works that are read to them& those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and	participate in discussion about books, poems& other works that are read to them& those that they can read for themselves, taking turns and listening to what others	participate in discussion about books, poems& other works that are read to them& those that they can read for themselves, taking turns and listening to what others say. Recommend other books	Recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously	Recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously

		other material, both those that they listen to and those that they read for themselves	say.		*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views