



Reading Progression

Parish Church of England Primary School

	Spoken Language		Word Reading	Reading	Writing	Sp	elling	Handwriting				
English Journey at Parish			9	Comprehension			2					
Word Reading:												
	Nursery	Reception	<u>Year 1</u>	Year 2	<u>Year 3</u>	Year 4	Year 5	Year 6				
Statutory Content (EYFS Framework and the National Curriculum).	Understand the five key concepts about prints print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing Develop their phonological awareness, so that they canseress so that they cansered and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother	Children at the expected level of development wills - Say a sound for each letter in the alphabet and at least 10 digraphs: - Read words consistent with their phonic knowledge by sound-blendings - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Requirements (taught through Read, Write, Inc. – separate progression document available) - apply phonic knowledge and skills as the route to decode	National Curriculum Statutory Requirements (taught through Read, Write, Inc separate progression document available) - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common syllives - read further common exception words, noting	- National Curriculum Statutory Requirements (taught through Read, Write, Inc initially where necessary) - apply their growing knowledge of root words, prefixes and suffixes (etymology) 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 words.	National Curriculum Statutory Requirements - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 words.	National Curriculum Statutory Requirements: - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.	National Curriculum Statuto Requirements: - apply their growing knowledge of root words; prefixes and suffixes (etymology) and morphology) bot to read aloud and to understand the meaning of new word they meet.				

between spelling and sound

er and -est endings

			-	read other words of more		and where these occur in				
				than one syllable that		the word				
				contain taught GPCs	-	read most words quickly				
			-	read words with contractions		and accurately, without				
				[for example, I'm, I'll, we'll],		overt sounding and				
				and understand that the		blending, when they have				
				apostrophe represents the		been frequently				
				omitted letter(s)		encountered				
			_	read aboud accurately books	_	read aloud books closely				
				that are consistent with their		matched to their improving				
				developing, phonic knowledge		phonic knowledge,				
				and that do not require them		sounding out unfamiliar				
				to use other strategies to		words accurately,				
				work out words		automatically and without				
			l _	re-read these books to build		undue hesitation				
				up their fluency and	_	re-read these books to				
				confidence in word reading.		build up their fluency and				
				confines to an around reasoning.		confidence in word reading.				
-	Understand the five key concepts	Children at the expected level	1	To apply phonic knowledge	-	To continue to apply	- To use their phonic	- To read most words	- To read most words	- To read fluently with
<u>Progression in</u>	about prints	of development wills - Say a	-	and skills as the route to	-	phonic knowledge and skills	knowledge to decode	fluently and attempt to	- To read most words fluently and attempt to	- 10 read patering with full knowledge of all
Decoding	· print has meaning	sound for each letter in the		decode words.		as the route to decode	quickly and accurately	decode any unfamiliar	decode any unfamiliar	Y5/Y6 exception
Decounty	,	alphabet and at least 10		aecoae woras. To blend sounds in		words until automatic		aecoae any unjamiliar words with increasing		uords, root words,
	· print can have different		-				(may still need support to	speed and skill	words with increasing	
	purposes	digraphs: - Read words		unfamiliar words using the		decoding has become	read longer unknown words).		speed and skill,	prefixes, suffixes/word
	· we read English text from left to	consistent with their phonic		GPCs that they have been		embedded and reading is	/	- To apply their knowledge	recognising their	endings" and to
	right and from top to bottom	knowledge by sound-blending;		taught.		fluent.	- To apply their growing	of root words, prefixes	meaning through	decode any unfamiliar
	· the names of the different parts	- Read aloud simple sentences	-	To respond speedily, giving	-	To read accurately by	knowledge of root words	and suffixes/word endings	contextual cues	words with increasing
	of a book	and books that are consistent		the correct sound to		blending the sounds in	and prefixes, including in.	to read aloud fluently.*	- To apply their growing	speed and skill,
	page sequencing	with their phonic knowledge,		graphenes for all of the 40+		words that contain the	im-, il-, ir-, dis-, mis-, ur-,		knowledge of root	- recognising their
	Develop their phonological	including some common		phonemes.		graphemes taught so far,	re-, sub-, inter-, super-,		words, prefixes and	meaning through
	awareness, so that they can:	exception words.	-	To read words containing		especially recognising	antir and autor to begin to		suffixes/ word	contextual cues.
	· spot and suggest rhymes			taught GPCs.		alternative sounds for	read aloud.*		endings, including -	
	· count or clap syllables in a		-	To read words containing -s,		graphemes.	- To apply their growing		sion, -tion, -cial, tial,	
	word			-es, -ing, -ed and -est	-	To accurately read most	knowledge of root words		ant/-ance/-ancy,	
	·recognise words with the same			endings:		words of two or more	and suffixes/word endings;		ent/- ence/-ency,	
	initial sound, such as money and		-	To read words with		syllables.	including ation, -ly, -ous, -		able/-ably and	
	mother			contractions,			ture, sure, -sion,		ible/ibly, to read aloud	
									fluently."	
Progression in	-		-	To accurately read texts that	-	To read aloud books		skills should be taking precedence over	eaching word reading and fluency sp	vecifically. Any focus on word
, and the second				are consistent with their		(closely matched to their	reading should support the developmen	nt of vocabulary,		
<u>Fluency</u>				developing phonic knowledge,		improving phonic				
				that do not require them to		knowledge), sounding out	- Any children entering KS2 tha	it are not fluent readers should be identi	fied as the bottom 20% of learners w	th relevant interventions and
				use other strategies to work		unfamiliar words	phonics put in place.			
				out words.		accurately, automatically				
			-	To reread texts to build up		and without undue				
				fluency and confidence in		hesitation.				
				word reading.	-	To reread these books to				
			1			build up fluency and				
						confidence in word reading,				
			1		-	To read words accurately				
						and fluently without overt				
						sounding and blending (e.g.				
		1	1			at around 100 words per				
		1	1			minute, in age appropriate				

			texts by the end of Spring Term).				
Common Exception Words	-	- To read YI common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	- To read most YI and Y2 common exception words' noting unusual correspondences between spelling and sound and where these occur in the word	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read many Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word

	Reading Comprehension										
	Nursery	Reception	<u>Year I</u>	Year 2	Year 3	Year 4	Year 5	Year 6			
Statutory Content (EYFS Framework and the National Curriculum). Positive attitudes to reading and understanding of what they read by:	Engage investended conversations about stories, learning new vocabulary	Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary: Anticipate — where appropriate — key events in stories; — Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Pupils in Y1 will be encouraged to develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently being encouraged to link what they read on hear read to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retiling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known.	Pupils in Y2 will be encouraged to develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to, discussing and expressing views about a wide range of - contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phresses - continuing to build up a repertoire of poems learnt by heart, appreciating these and recting some, with appropriate intonation to make the meaning clear	Pupils in Y3 will be encouraged to develop positive attitudes to reading and understanding of what they read by: - listening to and discussing 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 - using dictionaries to check the meaning of words that they have read - increasing their familiantly 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 - preparing poems and play scripts to read about and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry (for example, free verse, narrative poetry)	Pupils in Y4 will be encouraged to develop positive attitudes to reading and understanding of what they read bys. - listening to and discussing 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 - using dictionaries to check the meaning of words that they have read - 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 - preparing poems and play scripts to read about and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry (for example, free verse, narrative poetry)	Pupils in Y5 should be taught to maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly 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 - increasing their familiarity with a wide range of books including myths, legends and traditional stones, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of uniting - making comparisons within and across books - learning a wider range of poetry by heart - 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	Pupile in Y6 should be taught to maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly 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 - 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 traditional stories modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giwing reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - 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			
Statutory Content (EYFS	Engage in extended conversations about stories, learning new vocabulary	Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and	Pupile in Y1 will understand both the books they can already read accurately and fluently and those they listen to by: - Pupils in Y1 will understand both	Pupile in Y2 will understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know	Pupils in Y3 will understand what they read, in books they can read independently, by: - checking that the text makes	Pupils in Y4 will understand what they read, in books they can read independently, by: - Pupils in Y4 will	Pupils in Y5 should be taught to understand what they read by: - checking that the book	Pupils in Y6 should be taught to understand what they read by: - checking that the book makes			
Framework and the		them by reteiling stories and namatives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in	- Pupus in 11 will understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information	- aroung on what trey already know- or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading.	- checking trust the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text	- Pupus in 14 will understand what they read, in books they can read independently, by: - checking that the text makes sense to them,	- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	 checking that the book 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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<u>National</u>	stories; - Use and understand	and vocabulary provided by the	-	discussing the significance of the	-	drawing inferences such as		discussing their	-	asking questions to	- drawing inferences such as
C . I)	recently introduced	teacher	1	title and events		inferring characters' feelings,		understanding and		improve their	inferring characters' feelings,
<u>Curriculum).</u>	vocabulary during	- checking that the text makes sense	-	making inferences on the basis of		thoughts and motives from their		explaining the		understanding	thoughts and motives from their
	discussions about stories,	to them as they read and correcting		what is being said and done		actions, and justifying inferences		meaning of words in	-	drawing inferences such	actions, and justifying inferences
	non-fiction, rhymes and	inaccurate reading	-	predicting what might happen on		with evidence		context		as inferring characters	with evidence
(Understanding	poems and during role-play.	- discussing the significance of the		the basis of what has been read so	-	predicting what might happen	-	asking questions to		feelings, thoughts and	- predicting what might happen
of Reading).		title and events		far		from details stated and implied		improve their		motives from their	from details stated and implied
of Neutrigy.		- making inferences on the basis of	-	participate in discussion about	-	identifying main ideas drawn		understanding of a		actions, and justifying	- summarising the main ideas
		what is being said and done		what is read to them, taking turns		from more than one paragraph		text		inferences with evidence	drawn from more than one
		- predicting what might happen on		and listening to what others say		and summarising these	-	drawing inferences	-	predicting what might	paragraph, identifying, key
		the basis of what has been read so	-	explain clearly their understanding	-	identifying how language,		such as inferring		happen from details	details that support the main
		par Duli Viuli terti		of what is read to them.		structure, and presentation		characters' feelings,		stated and implied	ideas
		 Pupils in YI will participate in discussion about what is read to 	-			contribute to meaning retrieve and record information		thoughts and motives from their actions, and	-	summarising the main ideas drawn from more	- identifying how language, structure and presentation
		them, taking turns and listening to			-	from non-fiction		justifying inferences		than one paragraph,	contribute to meaning
		what others say				participate in discussion about		with evidence		identifying, key details	- discuss and evaluate how
		- Pupils in YI will explain clearly				both books that are read to them	_	predicting what might		that support the main	authors use language, including
		their understanding of what is read				and those they can read for		happen from details		ideas	figurative language, considering
		to them.	1			themselves, taking turns and		stated and implied	_	identifying how	the impact on the reader
			1			listening to what others say,	_	identifying main ideas		language, structure and	- distinguish between
					_			drawn from more than		presentation contribute	statements of fact and opinion
								one paragraph and		to meaning	- retrieve, record and present
								summarising these	-	discuss and evaluate	information from non-fiction
							-	identifying how		how authors use	- participate in discussions
								language, structure,		language, including	about books that are read to
								and presentation		figurative language,	them and those they can read
								contribute to meaning		considering the impact	for themselves, building on their
							-	retrieve and record		on the reader	own and others' ideas and
								information from non-	-	distinguish between	challenging views courteously
								fiction		statements of fact and	- explain and discuss their
							-	participate in		opinion	understanding of what they
								discussion about both	-	retrieve, record and	have read, including through
								books that are read to		present information from	formal presentations and
								them and those they		non-fiction	debates, maintaining a focus on
								can read for	-	participate in	the topic and using notes where
								themselves, taking		discussions about books	necessary
								turns and listening to		that are read to them	- provide reasoned justifications
								what others say,		and those they can read	for their views.
							-			for themselves, building on their oun and others'	=
							-			on their own and others ideas and challenging	
										views courteously	
										explain and discuss	
										their understanding of	
										what they have read,	
										including through formal	
			1							presentations and	
										debates, maintaining a	
										focus on the topic and	
			1							using notes where	
										necessary	
			1						-	provide reasoned	
			1							justifications for their	
										views.	

Progression in	- Becoming very	- Becoming very	- Becoming very familiar with key	- Becoming increasingly familiar with	- Increasing their familiarity with	- Increasing their	- Increasing their	- Increasing their
•	familiar with key	familiar with key	stories, fairy stories and traditional	and retelling a wider range of	a wide range of books, including	familiarity with a wide	familiarity with a wide	familiarity with a wide
<u>Familiarity</u>	stories, fairy stories	stories, fairy stories	tales, retelling them and considering	stories, fairy stories and traditional	fairy stories, myths and legends,	range of books,	range of books,	range of books,
with Texts	and traditional tales,	and traditional tales,	their particular characteristics	tales	and retelling some of these	including fairy stories,	including myths, legends	including myths,
	retelling them	retelling them	- Recognising and joining in with	- Recognising simple recurring	orally	myths and legends,	and traditional stories,	legends and traditional
(Fiction and	- To know that		predictable phrases	literary language in stories and	- Identifying themes and	and retelling some of	modern fiction, fiction	stories, modern fiction,
Non-Fiction	information can be	- To know that	- Being introduced to non-fiction	poetry	conventions in a wide range of	these orally	from our literary	fiction from our literary
11010-1 000010	relayed in the form	information can be	books that are structured in	- Being introduced to non-fiction	book	- Identifying themes and	heritage, and books from	heritage, and books
	of print	retrieved from books	different ways	books that are structured in	- Retrieve and record information	conventions in a wide	other cultures and	from other cultures and
		and computers.		different ways and to retrieve and record simple information.	from non-fiction	range of books - Retrieve and record	traditions - Identifying and	traditions - Identifying and
		- Listen to and talk		record simple information.		- Keineve and record information from non-	- Identifying and discussing themes and	- Identifying and discussing themes and
		about selected non-				fiction	conventions in and	conventions in and
		fiction to develop a				picture.	across a wide range of	across a wide range of
		deep familiarity with					writing	writing.
		new knowledge					- Distinguish between	- Distinguish between
		and vocabulary.					statements of fact and	statements of fact and
		g.					opinion	opinion
							- Retrieve, record and	- Retrieve, record and
							present information from	present information
							nonfiction	from nonfiction
Progression in	- Sing a large	- To know the 30 set	- Learning to appreciate rhymes and	- Continuing to build up a repertoire	- Preparing poems and play	- Preparing poems and	- Learning a wider range	- Learning a wider range
	repertoire of songs.	Reception traditional	poems and begin to recite some of	of poems learnt by heart with some	scripts to read aloud and to	play scripts to read	of poetry by heart.	of poetry by heart.
Poetry and	Know many rhymes,	rhymes well.	these by heart using Nursery	appropriate intonation using class	perform, showing understanding	aloud and to perform,	Prepare poems and	Prepare poems and
Performance	be able to talk about		Rhyme Progression across Phase I	set poetry list.	through intonation, tone, volume	showing understanding	plays to read aloud and	plays to read aloud and
<u>r ergorriturice</u>	familiar books, and		and class set poetry list.		and action	through intonation,	to perform, showing	to perform, showing
	be able to tell a long					tone, volume and	understanding through	understanding through
	story.					action	intonation, tone and	intonation, tone and
							volume so that meaning	volume so that meaning
							is clear to their	is clear to their
							audience.	audience.
Progression in	Pre-phonic	Suggest ways that	Explore the effect of patternsof language	Speculate about why an author might	Discuss authors' choice of words	Understand how writers	Discuss the meaning of	Identify and discuss
Ü	activities.	stories arestructured	and repeated words and phrases.	have chosena particular word and the	and phrases that describe and	use figurative and	figurative language	idiomatic phrases,
<u>Vocabulary</u>		using storylanguage.		effect theywere wanting to achieve, e.g.	creatempact, e.g. adjectives and	expressive language to	(metaphorsand similes)	expressions and
	Listens to and joins in		- Identify and discuss some key	by considering alternative synonyms	expressive verbs.	create images and	and idiomatic words and	comparisons (metaphors,
	with stories andpoems.	Uses vocabulary and forms	elementeof story language.	that might have been used.	1 1 1 1 1 1 1 1 1 1	atmosphere, e.g. to create moods, arouse	phrases used in a text, beginning to explain the	similes and embedded metaphors) met in texts,
	- Use a wider	of speech that are		- Use dictionaries to locate words by	Locate words in adictionary by the first two letters.	expectations, build tension,	purpose and impact of	meiapriors) mei in iexis; usingan appropriate
	range of vocabulary.	increasinglyy influencedby their experienceof books		theinitial letter. Use terms such as	the protition leading.	describe attitudes or	such choices	technical vocabulary.
	vocabatary.	u ieu - experter teap books.		definition. Discuss the definitions	- Know the quartilesof the	emotions.	Investigate how	Consider how authors
	- Joins in with			given in dictionaries and agree	- Mourue quartuesezure dictionary	CITOCON CO.	writers use words and	have introduced and
	repeated frames and			which is the most useful in the	Calculation gr	Discuss the meaning of	phrases for effect,	extended ideas about
	repeats key events			context		similes and other	e.g. to persuade, to	characters, eventsor
	and phrases in					comparisons they have	convey feelings, to	topics through the
	rhymes and stories.					read.	entice a reader to	languagechoices and the
	0						continue.	way they havedeveloped
						- Locate words in a		them.
						dictionary by the third	Use dictionaries effectively	Comment critically on
						and fourth place	to locate word meanings	how a writer uses
						letters. Use the	and other information	language to imply
						quartiles of the	about words,	ideas, attitudes and
						dictionary efficiently to	e.g. by using alphabetical	points ofview.
						locate words quickly.	ordenunderstanding	
							abbreviations, determining	Use dictionaries,

							which definition is the most relevant to the context. - Use a dictionary to check assiggested meaning.	glossaries andother alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.
								Identify the most appropriate meaning of a word used in a text from alternative definitions - gwen in a dictionary.
Progression in Inference	- Discuss how characters feel in stories they know well.	- Discuss how characters feel based on pictures and what has been read in a text.	Speculate about characters from what they say and do, e.g. whervole playing partsor reading aloud. Discuss what is suggested about a character from the wayor how he/ she speaks. How language contributes to meaning: Explore the effect of patterned language orrepeated words and phrases in familiar stories. Ask inferential questions: Ask questions to explore what characters say and do. Adapt reading strategies to makeinferences: Link what they are reading to their own experience.	Make inferences aboutcharacters from what they say and do, focusing on important moments in a text. How language contributes to meaning. Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event. Ask inferential questioner. Ask questioner to understand more about characters and events in narrative orthe topic in non-fiction. Adapt reading strategies to makenferences: Talk around a topic prior to reading. Re-read sections of texts carefully to findanswers to questions.	Understand how what a character says or does impacts on other characters, or on the events described in thenarative. Infer characters' feelings in fiction. How language contributes to meanings Discuss the language used to create significant aspects of a text, ego opening, build up, atmosphere, and how a writer implies as wellas tells. Ask inferential questions: Ask questions to develop understandingof characters' feelings and actions, or to understand significant details about a topic. Adapt reading strategies to makeinferencese. Link what they read tother knowledge and experience of a topic.	Deduce the reasons for the way that characters behave from scenes across ashort story. How language contributes to meaning: Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language toset scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. Discussions the meaningof similes and other comparisons that they read. Ask inferential questions: Ask questions to clarfy; their understanding of what is implied about	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. How language contributes to meanings: Identify and discuss identify and discuss identition phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering whysuthors might have used them. Consider the language used in a text and pube up the implications and associations being made by the writen. Ask inferential questions. Recognise where they don't understand why something happens in a text and ask questions to clarify.	Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' wew of characters. How language contributes to meanings I dentify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. aboutcharacters, events or ideas. Ask inferential questionse. Ask questionse to clarifyand explore their understanding of whats implied in the text. Adapt reading strategies to make inferences. Link what they have
Progression in Prediction	- To suggesthow a story might end	- Use titles, covers andpictures of familiar texts to predict how the story will end	- Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar storiesand non-fiction texts.	- Make plausible predictions showing an understanding ofthe ideas, events or characters they are reading about.	- Predict from what they have read or had read to them how incidents, events, ideas or topics willdevelop or be concluded	- Use information about characters to make plausible predictions about their actions.	Learn to anticipate events based on their own experience, what has been read so far and knowledge of othersmular texts. Discuss the plausibility of their predictions and the reason for them.	Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the texts

Progression in Explaining	- To describe main story settings, events andmain principal characters with prompts orvisual aids.	- To sequence events in gramiliar story and explain what has happened.	Discuss reasons why things happen in the texts they read orare read to them. Express their understanding orally, and use words, illustrations and given formats to record their understanding.	Discuss themes, plots, events and characters, comparing stories bythe same and different authors. - Compare the information given about topics in non-fiction texts.	Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. - Use simple graphics or illustrations to record and explain their understanding of information.	Understand and comment on ideas introduced in a passageor section they've readdrawing on evidence from the text to do so. - Compare and contrast stories justifying their preferences and opinions.	Contribute to a discussion where a group explore their understanding of a topic raised through reading. - Discuss and comment on texts, and present their ideas in appropriate and helpfulformats, including graphically.	Compare their predictions with the events that occurred and consider why their predictions were accurate plausible, or - off the mark. Contribute constructively to a discussion about reading, responding toand building on the views of others. - Comment critically, orally in writing and using graphics where necessary to support them, on the impact of books they have read.
Progression in Retrieval	Joins in with repeated frames and repeate key events and phrases in rhymes and stories.	- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	- Match events tocharacters in narrative and detail and information to objects or topics in non-fution texts.	Retrieve information from a text and re-present it in a variety of forms includingly matching and linking information, ordering, tabulating and copying. - Use different formats (matching, ordering etc.) transwer questions on a text.	Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information. - Record their understanding of a textin different ways, usinga range of formats.	Retrieve and collect information from different sources andre-present it in different forms, egs, chart, poster diagram. - Answer questions ona text using different formats (matching, ordering, tabulating, etc.).	Use different formats to capture, record and explain information about what they have read, ag, flow charts, for and against columns, matrices and charts of significant information. Recognize different typesof comprehension questions (retrieval/inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Vary the reading strategies they use to answer questions, depending on the different types asked. - Answer questions by explaining their ideas orally and in writing, including questions requiring open ended responses.	Record details retrieved from the text about characters, events and ideas, eg, by making a comparisons table, true orfalse grid etc. Recognise different types of comprehension questions (retrieval/ inferential) andinou whether the information required for the answer will be explicitly stated or implied in the text. Vary the reading strategieshey use and mode of answering according to what is expected of them by the question Use confidently the different formats (matching, ordering etc.) to answer questions on a text. Answer questions by explaining their ideas orally and in writing.

Progression in Sequencing - Sequence and southern dones or realizing superior that some and host times and hos									
From a key paragraph or page and summarising these and summarising these begin to distinguish between the important and less important information in a text. - give a brief verbal summary of a story, - teachers begin to model how to record summary witing, - identify themes from a wide range of books range of books - make simple notes from one source of unting - without and record - without and record - without and record - with themes across a text and link information by analysing and link information but and the the text dark between sections of the text dentifying key between the text and link information but and the thire in man ideas and authoritying key details to support the main ideas from one to describe the main deas and the thire is an information in the properties of the main ideas from one paragraph. In an information in a few dealing in the analysing and leaves s		events in a story- beginning, middle,	they know well through talk using	stories and traditional tales - sequence the events of a story they are familiar with - begin to discuss how events are	books and how thems of information are related retell using a wider variety of story language order events from the text begin to discuss how events are linked focusing on the main content		-		-
words or paragraphs	=					from a key paragraph or page and summarising these begin to distinguish between the important and less important information in a text. give a brief verbal summary of a story. teachers begin to model how to record summary writing. dentify themes from a wide range of books make simple notes from one	year 3 in order to write a brief summary of main points, identifying and using important information. - identifying main ideas drawn from more than one paragraph. - identify themes from a wide range of books - summarise whole paragraphs, chapters or texts - highlight key information and record it in bullst points,	ideas drawn from more than one paragraph, page, chapter or the entire text identifying, key details to support the main ideas make connections between information across the text and include this is an answer discuss the themes or conventions from a chapter or text - identify themes across a	from across a text and link information by analysing and evaluating ideas between sections of the text. - summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas - make comparisons across different books summarise entire texts, in addition to chapters or paragraphs, using a limited amount of