



Reading Progression

St James' Church of England Primary School

At St James, we aim to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities. This will help our children to:

1. Gain a life-long enjoyment of reading and books;
2. Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed;
3. Read accurately, fluently and with understanding;
4. Be able to read with expression, clarity and confidence;
5. Develop a good linguistic knowledge of vocabulary and grammar;
6. Read and respond to a wide range of different types of texts;
7. Develop a deeper level of emotional intelligence and empathy;
8. Read fluently, and with confidence, in any subject in their forthcoming secondary education.

English Journey at St James' CE Primary School		Spoken Language	Word Reading	Reading Comprehension	Writing	Spelling	Handwriting	
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statutory Content (EYF5 Framework and the National Curriculum)		Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	National Curriculum Statutory Requirements (taught through Read, Write, Inc. - separate progression document available) <ul style="list-style-type: none"> - apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 	National Curriculum Statutory Requirements (taught through Read, Write, Inc. - separate progression document available) <ul style="list-style-type: none"> - 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 	National Curriculum Statutory Requirements (taught through Read, Write, Inc. initially where necessary) <ul style="list-style-type: none"> - 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 word. 	National Curriculum Statutory Requirements <ul style="list-style-type: none"> - 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 word. 	National Curriculum Statutory Requirements <ul style="list-style-type: none"> - 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 Statutory Requirements <ul style="list-style-type: none"> - 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.

		<ul style="list-style-type: none"> - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s) - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - re-read these books to build up their fluency and confidence in word reading. 				
Progression in Decoding	Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<ul style="list-style-type: none"> - To apply phonic knowledge and skills as the route to decode words. - To blend sounds in unfamiliar words using the GPCs that they have been taught. - To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. - To read words containing taught GPCs. - To read words containing -s, -es, -ing, -ed and -est endings. - To read words with contractions. 	<ul style="list-style-type: none"> - To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. - To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. - To accurately read most words of two or more syllables. 	<ul style="list-style-type: none"> - To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). - To apply their growing knowledge of root words and prefixes, including in-, im-, il-, in-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* - To apply their growing knowledge of root words and suffixes/word endings, including ation-, -ly-, -ous-, -ture-, sure-, -sion- 	<ul style="list-style-type: none"> - To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. - To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* 	<ul style="list-style-type: none"> - To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. - To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion-, -tion-, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/-ibly, to read aloud fluently.* 	<ul style="list-style-type: none"> - To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Progression in Fluency		<ul style="list-style-type: none"> - To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. - To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> - To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. - To reread these books to build up fluency and confidence in word reading. - To read words accurately and fluently without overt sounding and blending (e.g. at around 100 words per minute, in age appropriate texts by the end of Spring Term). 	<ul style="list-style-type: none"> - At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. - Any children entering KS2 that are not fluent readers should be identified as the bottom 20% of learners with relevant interventions and phonics put in place. 			
Common Exception Words		<ul style="list-style-type: none"> - To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> - To read most Y1 and Y2 common exception words* noting unusual correspondences between 	<ul style="list-style-type: none"> - To begin to read Y3/Y4 exception words.* 	<ul style="list-style-type: none"> - To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. 	<ul style="list-style-type: none"> - To read many Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> - To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

			spelling and sound and where these occur in the word.				
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Statutory Content (EYES Framework and the National Curriculum).</p> <p>Positive attitudes to reading and understanding of what they read by:</p>	<p>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.</p>	<p>Pupils in Y1 will be encouraged to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, 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 - 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 - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known. 	<p>Pupils in Y2 will be encouraged to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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 phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<p>Pupils in Y3 will be encouraged to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - 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 aloud 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] 	<p>Pupils in Y4 will be encouraged to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - 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 aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination 	<p>Pupils in Y5 should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - 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 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 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 	<p>Pupils in Y6 should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - 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 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 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

					<ul style="list-style-type: none"> - recognising some different forms of poetry (for example, free verse, narrative poetry) 		
<p>Statutory Content (EYES Framework and the National Curriculum).</p> <p><i>(Understanding of Reading).</i></p>	<p>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.</p>	<p>Pupils in Y1 will understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Pupils in Y1 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 and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far - Pupils in Y1 will participate in discussion about what is read to them, taking turns and listening to what others say - Pupils in Y1 will explain clearly their understanding of what is read to them. 	<p>Pupils in Y2 will understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they 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; - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far - 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. 	<p>Pupils in Y3 will understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - checking that 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 - 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 one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>Pupils in Y4 will understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - Pupils in Y4 will understand what they read, in books they can read independently, by: - checking that 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 - 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 one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction - participate in discussion about both books that are read to them and those they can read for themselves, taking 	<p>Pupils in Y5 should be taught to understand what they read by:</p> <ul style="list-style-type: none"> - 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 - 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 - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - 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 	<p>Pupils in Y6 should be taught to understand what they read by:</p> <ul style="list-style-type: none"> - 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 - 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 - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - 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

					<ul style="list-style-type: none"> turns and listening to what others say. - - 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> - provide reasoned justifications for their views. -
<p>Progression in Familiarity with Texts (Fiction and Non-fiction)</p>	<ul style="list-style-type: none"> - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them - To know that information can be retrieved from books and computers. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> - 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 - Being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> - 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 - Being introduced to non-fiction books that are structured in different ways and to retrieve and record simple information. 	<ul style="list-style-type: none"> - 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 book - Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> - 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 - Retrieve and record information from non-fiction 	<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 - Identifying and discussing themes and conventions in and across a wide range of writing. - Distinguish between statements of fact and opinion - Retrieve, record and present information from nonfiction 	<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 - Identifying and discussing themes and conventions in and across a wide range of writing. - Distinguish between statements of fact and opinion - Retrieve, record and present information from nonfiction
<p>Progression in Poetry and Performance</p>	<ul style="list-style-type: none"> - To know the 30 set Reception traditional rhymes well 	<ul style="list-style-type: none"> - Learning to appreciate rhymes and poems and begin to recite some of these by heart using Nursery Rhyme Progression across Phase 1 and class set poetry list. 	<ul style="list-style-type: none"> - Continuing to build up a repertoire of poems learnt by heart with some appropriate intonation using class set poetry list. 	<ul style="list-style-type: none"> - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> - Learning 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 meaning is clear to their audience. 	<ul style="list-style-type: none"> - Learning 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 meaning is clear to their audience.
<p>Progression in Vocabulary</p>	<ul style="list-style-type: none"> - Suggest ways that stories are structured using story language. 	<ul style="list-style-type: none"> - Explore the effect of patterns of language and repeated words and phrases. - Identify and discuss some key elements of story language. 	<ul style="list-style-type: none"> - Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used. 	<ul style="list-style-type: none"> - Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs. 	<ul style="list-style-type: none"> - Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create 	<ul style="list-style-type: none"> - Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text. 	<ul style="list-style-type: none"> - Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded

	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p>		<ul style="list-style-type: none"> - Use dictionaries to locate words by their initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context. 	<p>Locate words in dictionary by the first two letters.</p> <ul style="list-style-type: none"> - Know the quartiles of the dictionary. 	<p>moods, arouse expectations, build tension, describe attitudes or emotions.</p> <p>Discuss the meaning of similes and other comparisons they have read.</p> <ul style="list-style-type: none"> - Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly. 	<p>beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.</p> <p>Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.</p> <ul style="list-style-type: none"> - Use a dictionary to check a suggested meaning. 	<p>metaphors) met in texts, using appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them.</p> <p>Comment critically on how a writer uses language to imply ideas, attitudes and points of view.</p> <p>Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.</p> <p>Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.</p>
<p>Progression in Inference</p>	<ul style="list-style-type: none"> - Discuss how characters feel based on pictures and what has been read in a text. 	<p>Speculate about characters from what they say and do, e.g. when role playing part on reading aloud.</p> <p>Discuss what is suggested about a character from the way or how he/ she speaks.</p> <p>How language contributes to meaning: Explore the effect of patterned language or repeated words and phrases in familiar stories.</p> <p>Ask inferential questions: Ask questions to explore what characters say and do.</p> <p>Adapt reading strategies to make inferences: Link what they are reading to their own experience.</p>	<p>Make inferences about characters from what they say and do, focusing on important moments in a text.</p> <p>How language contributes to meaning: Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals time shift or magical event.</p> <p>Ask inferential questions: Ask questions to understand more about characters and events in narrative or the topic in non-fiction.</p> <p>Adapt reading strategies to make inferences: Talk around a topic prior to reading. Re-read sections of texts carefully to find answers to questions about characters and</p>	<p>Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction.</p> <p>How language contributes to meaning: Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.</p> <p>Ask inferential questions: Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.</p> <p>Adapt reading strategies to make inferences: Link what they read to their</p>	<p>Deduce the reasons for the way that characters behave from scenes across a short story.</p> <p>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 to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meanings of similes and other comparisons that they read.</p>	<p>Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</p> <p>How language contributes to meaning: Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.</p> <p>Ask inferential questions:</p>	<p>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' view of characters.</p> <p>How language contributes to meaning: Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.</p> <p>Ask inferential questions: Ask questions to clarify and</p>

				knowledge and experience of a topic	Ask inferential questions Ask questions to clarify their understanding of what is implied about	questions Recognise where they don't understand why something happens in a text and ask questions to clarify	explore their understanding of what is implied in the text Adapt reading strategies to make inferences Link what they have	
Progression in Prediction	- Use titles, covers and pictures 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 stories and non-fiction texts.	- Make plausible predictions showing an understanding of the 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 will develop 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 other similar 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 text. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.	
Progression in Explaining	- To sequence events in familiar story and explain what has happened.	Discuss reasons why things happen in the texts they read or are 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 by the 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 passage or section they've read drawing 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 helpful formats, including graphically.	Contribute constructively to a discussion about reading, responding and 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	- 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 to characters in narrative and detail and information to objects or topics in non-fiction texts.	Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying. - Use different formats (matching, ordering etc.) to answer 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 text in different ways, using a range of formats.	Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. - Answer questions on a text using different formats (matching, ordering, tabulating, etc.).	Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. Recognise different types of comprehension questions (retrieval/inferential) and know whether the information required to answer will be	Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. Recognise different types of comprehension questions (retrieval/inferential) and know whether the information required for the answer will be explicitly stated or implied in the text.	

						<p>explicitly stated or implied in the text.</p> <p>Vary the reading strategies they use to answer questions, depending on the different types asked.</p> <ul style="list-style-type: none"> - Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses. 	<p>Vary the reading strategies they 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.</p> <p>Answer questions by explaining their ideas orally</p> <ul style="list-style-type: none"> - and in writing.
<p>Progression in Sequencing</p>	<ul style="list-style-type: none"> - Sequence stories they know well through talk using props/photos to help 	<ul style="list-style-type: none"> - retell familiar stories orally eg fairy stories and traditional tales - sequence the events of a story they are familiar with - begin to discuss how events are linked 	<ul style="list-style-type: none"> - discuss the sequence of events in books and how items 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 of the story. 				
<p>Progression in Summarising</p>				<ul style="list-style-type: none"> - identifying main ideas drawn 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. - identify themes from a wide range of books - make simple notes from one source of writing. 	<ul style="list-style-type: none"> - use skills developed in 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 bullet points, diagrams, maps etc 	<ul style="list-style-type: none"> - summarising the main 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 in an answer. - discuss the themes or conventions from a chapter or text - identify themes across a wide range of writing. 	<ul style="list-style-type: none"> - summarise information 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 words or paragraphs.