



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.







Reading Comprehension



Writing



Spelling



Handwriting



	<u>Reception</u>	<u>Year I</u>	Year 2	<u>Year 3</u>	Year 4	<u>Year 5</u>	<u>Year 6</u>
Statutory Content (EYFS Framework and the National Curriculum).	Reception 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 soundblendings - Read about 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) - apply phonic knowledge and skills as the route to decode words - respond speedly with the correct sound to graphemes (letters or groups of letters) for all 40- phonemes, including, where applicable, alternative sounds for graphemes	National Curriculum Statutory Requirements (taught through Read, Write, Inc. – separate progression document available) - continue to apply phonic knowledge and stills 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	- National Curriculum Stabutory Requirements (taught through Read, Write, Inc initially where necessary) - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read about and to understand the meaning of new words they meet - read further exception words, noting the unusual	National Curriculum Statutory Requirements: - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read about and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where	Year 5 National Curriculum Statutory Requirements: - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read about and to understand the meaning of new words they meet.	Year 6 National Curriculum Statutory Requirements: - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read about and to understand the meaning of new words they meet.
		- read accurately by blending sounds in infamiliar words containing GPCs that have been taught	so far, especially recognising alternative sounds for graphemes	correspondences between spelling and sound, and where these occur in the word.	these occur in the word.		

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 words with their phonic knowledges, including some common exception words.	read common exception words, noting invisual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -sssingeder 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 inderstand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic troubledge and that do not require them to use other strategies to work out words reread these books to build up their fluency and confidence in word reading. To apply phonic bnowledge and skills as the route to decode words. To bland 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 r phonemes. To read words containing taught GPCs To read words containing to read words with contractions.	- 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 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 tought so fan especially recognising alternative sounds for graphemes - To accurately read most words of two or more syllables.	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, in, in, in, in, in, in, in, in, in, in	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 about fluently.* oud books (closely matched to their improving	- 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, -ioil, tial,ant/-ance/-ancy, ent/- ence/-ency, able/-ably and ible/libly, to read aloud fluently.*	- To read fluently with full knowledge of all Y5/ Y6 exception words; root words; prefixes, suffixed word endings, and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Progression in Fluency	-	To accurately read texts that are consistent developing phonic knowledge, that do not recother strategies to work out words. To reread texts to build up fluency and confreading.	juire them to use knowledge) automatica dence in word - To reread i word readi - To read ut and blendir), sounding out unfamiliar words accurately, illy and without undue hesitation. these books to build up fluency and confidenc	over teaching word reading a reading should support the de e in Any children entering identified as the botto	nd fluency specifically. Any focus on word velopment of vocabulary. KS2 that are not fluent readers should be m 20% of learners with relevant
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	To begin to read Y3/Y4 exception words.*	To read all Y3/14 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.

		spelling and sound and where			
		these occur in the word,		· '	1

	Reception	<u>Year l</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Children at the expected level of development will:	Pupils in YI will be encouraged to develop pleasure in reading, motivation to read,	Pupils in Y2 will be encouraged to develop pleasure in reading, motivation to	Pupils in Y3 will be encouraged to develop positive attitudes to reading	Pupils in Y4 will be encouraged to develop	Pupils in Y5 should be taught to maintain positive attitudes to	Pupils in Y6 should be taught to maintain positive attitudes to
Statutory	Demonstrate understanding of what has been read to	vocabulary and understanding by:	read, vocabulary and understanding by:	and understanding of what they read by:	positive attitudes to reading and understanding of what	reading and understanding of what they read by:	reading and understanding of what they read by:
<u>Content</u>	them by retelling stories and narratives using their own	 listening to and discussing a wide range of poems, stories and non- 	 listening to, discussing and expressing views about a wide 	- listening to and discussing a	they read by:	- continuing to read and discuss	- continuing to read and discuss
<u>(EYFS</u>	words and recently	fiction at a level beyond that at	range of extressing wens about a nime	- wide range of fiction, poetry,	- listening to and discussing a	an increasingly wide range of	an increasingly wide range of
Framework	introduced vocabulary; -	which they can read independently	- contemporary and classic poetry,	plays, non-fiction and reference	wide range of fiction, poetry,	fiction, poetry, plays, non-fiction	fiction, poetry, plays, non-fiction
	Anticipate - where	- being encouraged to link what they	stories and non-fiction at a level	books or textbooks	plays, non-fiction and reference	and reference books or textbooks	and reference books or textbooks
and the	appropriate - key events in	read or hear read to their own	beyond that at which they can read	- reading books that are	books or textbooks	- reading books that are	- reading books that are
National	stories; - Use and understand recently introduced	experiences - becoming very familiar with key	independently - discussing the sequence of events	structured in different ways and reading for a range of purposes	- reading books that are structured in different ways	structured in different ways and reading for a range of purposes	structured in different ways and
Curriculum).	receniuj iniroducea vocabulary during	- becoming very familiar with key stories, fairy stories and traditional	- auscussing the sequence of evenus in books and how items of	- using dictionaries to check the	and reading for a range of	reading for a range of purposes - increasing their familiarity with	reading for a range of purposes - increasing their familiarity
Curredumy.	discussions about stories,	tales, retelling them and considering	information are related	meaning of words that they have	purposes	a wide range of books, including	with a wide range of books,
	non-fiction, rhymes and	their particular characteristics	- becoming increasingly familiar	read	- using dictionaries to check	myths, legends and traditional	including myths, legends and
Positive	poems and during role-play.	 recognising and joining in with 	with and retelling a wider range of	- increasing their familiarity with a	the meaning of words that they	stories, modern fiction, fiction	traditional stories, modern fiction,
attitudes to		predictable phrases	stories, fairy stories and traditional	wide range of books, including	have read	from our literary heritage, and	fiction from our literary heritage,
		 learning to appreciate rhymes and poems, and to recite some by heart 	tales - being introduced to non-fiction	fairy stories, myths and legends, and retelling some of these	- increasing their familiarity with a wide range of books,	books from other cultures and traditions	and books from other cultures and traditions
reading and		- discussing word meanings, linking	books that are structured in	orally	including fairy stories, myths	- recommending books that they	- recommending books that they
understanding		new meanings to those already	different ways	- identifying themes and	and legends, and retelling some	have read to their peers, giving	have read to their peers, giving
		known.	- recognising simple recurring	conventions in a wide range of	of these orally	reasons for their choices	reasons for their choices
of what they			literary language in stories and	books	identifying themes and	- identifying and discussing	- identifying and discussing
read by:			poetry	- preparing poems and play scripts	conventions in a wide range of	themes and conventions in and	themes and conventions in and
			 discussing and clarifying the meanings of words, linking new 	to read aloud and to perform, showing understanding through	books - preparing poems and play	across a wide range of writing - making comparisons within and	across a wide range of writing - making comparisons within
			meanings to known vocabulary	intonation, tone, volume and	scripts to read aboud and to	acrose books	and across books
			- discussing their favourite words	action	perform, showing	- learning a wider range of	- learning a wider range of
			and phrases	- discussing words and phrases	understanding through	poetry by heart	poetry by heart
			- continuing to build up a repertoire	that capture the reader's interest	intonation, tone, volume and	- preparing poems and plays to	- preparing poems and plays to
			of poems learnt by heart,	and imagination	action	read aloud and to perform,	read aloud and to perform,
			appreciating these and reciting some, with appropriate intonation to	- recognising some different forms of poetry [for example, free	- discussing words and phrases that capture the	showing understanding through intonation, tone and volume so	showing understanding through intonation, tone and volume so
			some, with appropriate intonation to make the meaning clear	of poetry (for example, free verse, narrative poetry)	phrases that capture the reader's interest and	that the meaning is clear to an	that the meaning is clear to an
			-		imagination	audience	audience

Statutory	Children at the expected	Pupile in YI will understand both the	Pupile in Y2 will understand both the	Pupile in Y3 will understand what they	- recognising some different forms of poetry [for example, free verse, narrative poetry] Pupile in Y4 will understand	Pupile in Y5 should be taught	Pupile in Y6 should be taught
<u>Content</u>	level of development will: -	books they can already read accurately	books they can already read accurately	read, in books they can read	what they read, in books they	to understand what they read	to understand what they read
	Demonstrate understanding of what has been read to	and fluently and those they listen to by:	and fluently and those they listen to by:	independently, by:	can read independently, by:	by:	by:
<u>(EYFS</u>	them by retelling stories and	- Pupils in YI will understand both	- drawing on what they already know	- checking that the text makes	- Pupils in Y4 will	- checking that the book	- checking, that the book makes
Framework	narratives using their own	the books they can already read	or on background information and	sense to them, discussing their	understand what they	makes sense to them,	sense to them, discussing their
and the	words and recently	accurately and fluently and those	vocabulary provided by the teacher	understanding and explaining	read, in books they can	discussing their	understanding and exploring the
	introduced vocabulary; - Anticipate – where	they listen to by: - drawing on what they already	- checking that the text makes sense to them as they read and correcting	the meaning of words in context - asking questions to improve	read independently, by: - checking that the text	understanding and exploring the meaning	meaning of words in context - asking questions to improve
<u>National</u>	appropriate - key events in	know or on background information	inaccurate reading	their understanding of a text	makes sense to them,	of words in context	their understanding
<u>Curriculum).</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
	recently introduced	teacher	title and events	inferring characters' feelings,	understanding and	improve their	inferring characters' feelings,
11.1.1	vocabulary during discussions about stories,	 checking that the text makes sense to them as they read and correcting 	- making inferences on the basis of what is being said and done	thoughts and motives from their actions, and justifying inferences	explaining the meaning of words in	understanding - drawing inferences such	thoughts and motives from their actions, and justifying inferences
(Understanding	non-fiction, rhymes and	inaccurate reading	- predicting what might happen on	with evidence	context	as inferring characters'	with evidence
of Reading).	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
		title and events	far	from details stated and implied	improve their	motives from their	from details stated and implied
		- making inferences on the basis of	- participate in discussion about	- identifying main ideas drawn	understanding of a text	actions, and justifying	- summarising the main ideas
		what is being said and done - predicting what might happen on	what is read to them, taking turns and listening to what others say	from more than one paragraph and summarising these	- drawing inferences	inferences with evidence - predicting what might	drawn from more than one 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
		far	of what is read to them,	structure, and presentation	characters' feelings,	stated and implied	ideas
		- Pupils in YI will participate in	-	contribute to meaning	thoughts and motives	- summarising the main	- identifying how language,
		discussion about what is read to them, taking turns and listening to		- retrieve and record information from non-fiction	from their actions, and	ideas drawn from more	structure and presentation contribute to meaning
		what others say		- participate in discussion about	justifying inferences with evidence	than one paragraph, 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.		themselves, taking turns and	stated and implied	- identifying how	the impact on the reader
				listening to what others say,	- identifying main ideas drawn from more than	language, structure and presentation contribute	- distinguish between 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 contribute to meaning	figurative language, considering the impact	them and those they can read 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 discussion about both	opinion – retrieve, record and	understanding of what they have read, including through
					books that are read to	- reineve, record and 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
			<u> </u>		themselves, taking	discussions about books	necessary

					turns and listering to what others say. - -	that are read to them and those they can read for themselves, building on their our 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.	- provide reasoned justifications for their views -
Progression in Familiarity with Texts (Eiction and NoneFiction)	- Becoming very familiar with key stories, fairy stories and traditional tales reteiling them - To know that information can be retrieved from books and computers - Lister to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Becoming very familiar with key stories, fairly 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	- Becoming increasingly familiar with and retelling a under 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.	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	- 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 nonfiction	- 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 - Detinguish between statements of fact and opinion - Retrieve, record and present information from nonfiction	Increasing their familiarity with a wide range of books, including myths, legends and traditional stores, 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
Progression in Poetry and Performance	- To know the 30 set Reception traditional rhymes well	Learning to appreciate rhymes and poems and begin to recite some of these by heart using. Nursery Rhyme Progression across Phase I and class set poetry list.	- Continuing to build up a repertoire of poems learnt by heart with some appropriate intonation using class set poetry list.	- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	- Preparing poems and play scripts to read aloud and to perform, showing understanding through interaction, tone, volume and action	- 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.	- 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.
Progression in Vocabulary	Suggest ways that stories arestructured using storylanguage.	Explore the effect of patternsof language and repeated words and phrases. - Identify and discuss some key elementsof story language.	Speculate about why an author might have chosena particular word and the effect theywere wanting to achieve, e.g. by considering alternative synonyms that might have been used.	Discuss authors' choice of words and phrases that describe and creatempact, e.g. adjectives and expressive verbs.	Understand how uniters use figurative and expressive language to create images and atmosphere, e.g. to create	Discuss the meaning of figurative language (metaphorsand similes) and idiomatic words and phrases used in a text,	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, smiles and embedded

Commontative programme Commontative progra									
Descriptions (but have been seemed been provided by the control of		Uses vocabulary and forms					beginning to explain the	metaphors) met in texts;	
Programation Procession of the content of the co		of speech that are		- Use dictionaries to locate words by	the first two letters.	expectations, build tension,	purpose and impact of	usingan appropriate	
Progression in the continue of		increasinglyy influencedby		theiritial letter. Use terms such as		describe attitudesor	such choices.	technical vocabulary.	
Progression in the continue of		their experienceof books,		definition. Discuss the definitions	- Know the quartilesof the	emotions.	Investigate how	Consider how authors	
The process of the control of the co				given in dictionariesand agree	dictionary.		writers use words and	have introduced and	
Progression is Progression is Disease Progression is Disease Progression is Disease Progression is Disease				which is the most useful in the	Ü	Discuss the meaning of	phrases for effect,	extended ideas about	
Progression in James				*				characters, eventsor	
Prognosion of Table 1 Table 1 Table 1 Table 2 Ta									
Designation of the Control of Con						, ,		' "	
Progressions in June 2007 Nor distinction and management of the control of the co						T Calai		v v	
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Progressions to Information Description D								l l	
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Propression to Inference - Decide from - Decide							v v	glossaries andother	
Progression to Tiper Tiper Control of Contro							· ·		
Progression: In Inference Decay Progression: In Inference Progression: In Infer									
Progression in Telephonic Progression and the progression of the language contributes to the growth of the graphs							- Usera dictionanita		
Progression to Injections Discuss how characters plan what characters prom what the pays and do possible and the characters plan what the pays and do possible and the pays and do pays and do pays and do possible and the pays and do							v v		
Decade how desired districtions plated districtions plated to the contracting plate season of the contracting plated on participation of districtions plated on participation and the participation of the contraction plated on participation and the participation of the contraction plated on participation and the participation of the contraction plated on participation and the participation of the contraction plated on participation and the participation of the contraction plated on participation and the									
Progression in Informace Informace The base how characters from what they say and so housely are a distincting with the say and so housely are and surple what they say and so housely are a distincting with the say and so housely are a distincting with the proton receiving and so housely are and surple what they say and so housely are an are proton receiving and so housely are and surple whether some some some source with the bears read in a book of manufacture state of the control what they say and so housely are not not be controlled to the description of their sources or description of their sources of the controlled to the manufacture state of the source or controlled to the manufacture state of the source or controlled to the manufacture state of the source or controlled to the manufacture state of the source or controlled to the manufacture state of the source or controlled to the manufacture state of the source or controlled to the source or controlled to the manufacture state of the source or controlled to the manufacture state of the source or controlled to the manufacture state of the source or controlled to the source or controlled							meaning.	mass a or catalage	
Progression in Information of procession for the section for based on public supports which they say and dut appeared to the say of the formation for based on public supports which they say and dut appeared to the say of the formation of the say of the say of the formation of the say of the formation of the say of the say of the formation of the say of the say of the say of the formation of the say of the say of the say of the formation of the say of th								Identify the most	
Progression. In June 1997 In Greence Speculate about characters from what this suggested about a character form upon the same has been read in a test. Discuss how been read in a test. Discuss how been read in a test. Discuss the been read in a test. Discuss what is suggested about a character form what has been read in a test. Discuss what is suggested about a character feeling to the same has been read in a test. Discuss what is suggested about a character feeling to the same has been read in a test. Discuss what is suggested about a character feeling to the same has been read in the same test. Discuss what is suggested about a character feeling to the same has been read in the same test. Discuss what is suggested about a character feeling to the same has been read in the same test. Discuss what is suggested about a character feeling to the same has been read in the same test. Discuss what is suggested about a character feeling to the same has been read in the same test. Discuss what is suggested about a character feeling to the same has been read in the same test. Discuss what is suggested about a character feeling to the same has been read in the same test. The low language contributes to manager from the discuss of three mountains of the same and the same test. The low language contributes to manager from the same test to t								appropriate meaning of a	
Progression up Information In								word used in a text from	
Progression up Information In								alternative definitions	
Decase how dramatine fool based in a continued on puttine and what they say and do, any when redeplying portion recorded in a tool. Informace								· ·	
characters piel based on pictures and what help say and do, op justures and what help say and do, op justure								 given in a dictionary. 	
portion reading about has been read in a bear. Discuss what is suggested about a character from the wayon how her she species. How language contributes to meaning the species of the second of of	D	- Discuss how	Speculate about characters from what	Make inferences about haracters from	Understand how what a character	Deduce the reasons for	Understand what is implied		
has been read in a treat. Decuse what is suggested about a character form-the waps how he / she spocks. Infer character feelings to fulfactors. Infer charact	Progression in					,		Understand what is implied	
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				knowledge and experience of a topic	Ask inferential questions Ask questions to clarify their inderstanding of what is implied about	questions: Recognise where they don't understand why something happens ivalext and ask questions to clarify	explore their understanding of whatie implied in the text. Adapt reading strategies to make inferences Link what they have
Progression in Prediction	- 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 office 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 othersimilar 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 accurred; and consider why their predictions were accurred; plausible, or - off the mark
Progression in Explaining	- To seguence events in glamilian story and explain what has happened.	Discuss reasons why things happen in the textethey read orare read to them. Express their understanding orally, and use words, illustrations and gwen formats torecord 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 ideae 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 passageer section they've readdrawing on evidence from the text to do so. Compare and contrast stones, 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.	Contribute constructively to a discussion about reading, responding toand building on the views of others. - Comment critically, orally, in unting 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 tocharacters in narrative and detail and information to objects or topicsin non-fiction 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.) toanswer questions on a text.	Use different formats to retrieve, record and explain information about what they have read in both fution andron-fution 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 and the present it in different forms, e.g. 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, egs, flow charts, for and against columns, matrices and charts of significant information. Recognise different typesof 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, 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.

Progression in - Sequence stories they know well through talk using props/photos to help	- retell familiar stories orally e.g. fairy stories and traditional tales - sequence the events of a story they are familiar with - begin to discuss how events are linked	- 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.		-	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 ordly and in writing, including questions requiring open ended responses.	Vary the reading strategiesthey 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 Summarising	-	of the story.	- identifying main ideas drawn from a key paragraph or page and summanising 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.	- 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.	- 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 is an answer discuss the themes or conventions from a chapter or text identify themes across a wide range of uniting.	- 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.