



Subject Area: Reading



Knowledge/skills progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	<p>Nursery Uses a wider range of vocabulary</p> <p>Builds up vocabulary that reflects the breadth of their experience.</p> <p>Recognises familiar words and signs.</p> <p>Looks at and enjoys print.</p> <p>Reception Learn new vocabulary and uses new vocabulary throughout the day.</p> <p>Asks questions to find out more information.</p> <p>Uses new vocabulary in different contexts.</p>	<p>Identifies simple and recurring literary language</p> <p>Identifies the meaning of vocabulary in context</p> <p>explains their understanding of texts that are pitched beyond the level they can read independently</p>	<p>discusses effective language choices, <i>e.g. 'slimy' is a good word there because...</i></p> <p>identifies that adverbs help to tell us how the character is feeling</p>	<p>identifies new vocabulary and sentence structure and discusses to develop understanding</p> <p>identifies and understands meanings of a wide range of conjunctions used to link events together</p> <p>identifies a range of standard words/phrases used at various stages of a narrative <i>e.g. introduction, build up etc.</i></p>	<p>notes examples of descriptive language and explains the mood or atmosphere they create</p> <p>notices key words and phrases used to convey passing of time to introduce paragraphs or chapters</p> <p>identifies how specific words and phrases link sections, paragraphs and chapters</p> <p>identifies how authors use precise vocabulary to meet the intended purpose/effect <i>e.g. They slipped into the room unnoticed</i></p>	<p>uses a range of strategies to identify the meaning of new vocabulary</p> <p>identifies examples of effective description that evoke time or place commenting both on word and sentence choice</p> <p>notes words and phrases in pre twentieth century writing which have changed their meaning over time</p>	<p>analyses, and explains the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc</p> <p>notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs <i>e.g. where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand</i></p>

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Retrieving	<p>Nursery Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Talks about events and principal characters in stories.</p> <p>Reception Articulate their ideas and thoughts in well formed sentences.</p> <p>Describe events in some detail.</p> <p>Engage in story time.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition</p>	<p>with support, justifies their views about texts they have had read to them e.g. uses the word 'because'</p> <p>recognises patterns in texts, e.g. repeated phrases and refrains</p> <p>discusses the significance of the title</p> <p>observes the punctuation and uses this to aid understanding</p> <p>retrieves key information from a text</p> <p>identifies complete sentences</p> <p>identifies typical phrases e.g. story openings and endings</p> <p>understands that there is a range of non-fiction texts, e.g. <i>different layouts</i></p>	<p>identifies words and phrases that link events</p> <p>refers back to the text for evidence</p> <p>retrieves information stated within text (may not be obvious)</p> <p>uses evidence from a text – may look through the book to help them remember or use information</p> <p>shows awareness of use of features of organisation e.g. <i>index, bold headings</i></p> <p>makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. 'I think she is selfish/kind/angry because it says she ...'</p> <p>begins to understand that</p>	<p>refers back to the text for evidence when explaining</p> <p>extracts information from tables and charts</p> <p>recognises some different forms of poetry</p> <p>retrieves information from text where there is competing (distracting) information</p> <p>uses contents pages and indexes to locate, retrieve and record information from non-fiction texts</p> <p>recognises different narrative genres</p> <p>notices the difference between 1 and 3rd person accounts st</p> <p>identifies the conventions of different types of writing e.g. <i>greetings in a letter/email,</i></p>	<p>recognises the introduction, build-up, climax or conflict and resolution in narrative</p> <p>retrieves information from text where there is competing (distracting) information</p> <p>identifies a wide range of poetic forms, e.g. <i>cinquain, haiku, calligram, kenning</i></p> <p>identifies key words and phrases as evidence when making a point</p> <p>identifies the structure and features of a range of non-fiction, narrative and poetry texts.</p> <p>analyses how structural and presentational features contribute to purpose in a range of texts</p>	<p>comments on use of language using terminology including onomatopoeia, metaphor, personification</p> <p>notes how cohesion is achieved in different ways</p> <p>identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</p> <p>retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the</p>	<p>retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>recognises how the author of non-fiction texts expresses, sequences and links points</p> <p>explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading</p> <p>considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage</p> <p>identifies and analyses conventions across a range of non-fiction</p>

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	<p>and some in their own words.</p> <p>Learns rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p><i>for instructions, non-fiction books etc.</i></p> <p>begins to understand how written language can be structured differently according to genre <i>e.g. in order to build surprise in a narrative or present facts in non-fiction</i></p> <p>comments on things that interest them</p>	<p>written language (standard English) has conventions that don't apply in spoken language</p> <p>explains differences between fiction and non-fiction</p> <p>understands that books can be used to find things out, and is beginning to do so</p> <p>recognises that information is grouped according to subject</p> <p>begins to use dictionaries, glossaries and indexes to locate meanings and information</p> <p>identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story</p> <p>identifies elements of an author's style <i>e.g. familiar characters, settings or common themes</i></p>	<p><i>diary entries, numbers and headings in instructions</i></p>	<p>identifies events that are presented in more detail and those that are skimmed over</p> <p>identifies underlying themes in a range of narrative texts <i>e.g. courage over adversity, loss etc.</i></p> <p>identifies the way descriptive language and small details are used to build an impression of an unfamiliar place</p> <p>identifies figurative and expressive language that builds a fuller picture of a character.</p>	<p>theme throughout a narrative and note how the author keeps reinforcing the theme throughout.</p> <p>identifies how an author varies pace by using direct or reported speech at different points in a story</p> <p>comments on how a character is built and presented, referring to dialogue, action and description</p> <p>retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text</p> <p>identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for</p>	<p>text types and forms looking at the differences in conventions within the same text type e.g. categorise subsets of persuasive texts into groups</p>

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			<p>identifies how settings and characters are created using specific vocabulary that creates imagery</p> <p>identifies that the verbs used for dialogue tell us how a character is feeling e.g. "I grabbed" or ... he shouted.</p>			genuinely informative reasons, or to 'bamboozle' the reader	
Summarising	<p>Nursery Be able to express a point of view and to debate when they disagree with an adult or friend.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Reception Listen to and talk about stories to build familiarity and understanding.</p>	<p>identifies how non-fiction texts are sequenced</p> <p>identifies the beginning, middle and end of stories and pattern in poetry</p>	<p>identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?</p>	<p>summarises main ideas from a text</p> <p>begins to identify themes across texts e.g. <i>friendship, good and evil, bullying</i></p>	<p>explains and justifies an opinion on the resolution of an issue/whole narrative</p> <p>summarises the main ideas of a non-fiction text</p>	<p>summarises main ideas from more than one text to support note taking</p> <p>analyses information from tables and charts and can incorporate this information into a summary of the whole text</p>	<p>summarises competing views</p> <p>analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour</p> <p>discusses main ideas from a text within a group and summarises the discussion</p>

<p>Inferring</p>	<p>Nursery Enjoy listening to stories and can remember much of what happens.</p> <p>Understands 'why' questions.</p> <p>Reception Connect one idea or action to another using a range of connectives.</p> <p>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>identifies goals/motives of the main character on the basis of what they have said and done <i>e.g. 'I think she wants her daddy to help her build a sandcastle.'</i></p> <p>expresses preferences linked to own experiences <i>e.g. 'I like going to the beach too'.</i></p> <p>uses different voices for characters when reading dialogue aloud</p> <p>uses different voice pitch to indicate whether they are</p> <p>reading an exclamation or question</p>	<p>demonstrates empathy with characters looking at descriptions and actions</p> <p>identifies evidence of change as a result of events, for example in character behaviour</p> <p>recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios <i>e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself</i></p> <p>explains how the way a character speaks reflects their personality</p> <p>identifies common themes in traditional tales <i>e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour</i></p>	<p>suggests reasons for actions and events</p> <p>infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</p> <p>identifies with characters and makes links with own experiences when making judgements about the characters' actions</p> <p>justifies their views about what they have read</p> <p>Identifies how settings are used to create atmosphere <i>e.g. what words / phrases in this description indicate that bad things might be about to happen in this place?</i></p> <p>identifies evidence of relationship between characters based on dialogue and behaviour</p>	<p>identifies techniques used by the author to persuade the reader to feel sympathy or dislike</p> <p>justifies opinions of particular characters</p> <p>distinguishes between fact and opinion</p> <p>makes deductions about the motives and feelings that might lay behind characters' words</p> <p>summarises the way that the setting affects characters' appearance, actions and relationships <i>e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'</i></p> <p>comments on the way key characters respond to a problem</p> <p>makes deductions about characters'</p>	<p>provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</p> <p>recognises that characters may have different perspectives in the story</p> <p>considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development</p> <p>explores in-depth the meaning of particular multilayered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text</p> <p>summarises ideas across paragraphs,</p>	<p>draws reasoned conclusions from non-fiction texts which present differences of opinion</p> <p>analyses why and how scene changes are made and how they affect characters and events</p> <p>distinguishes between implicit and explicit points of view</p> <p>identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text</p> <p>provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</p> <p>explains underlying themes across a range of poetry</p>
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			<p>evaluates simple persuasive devices e.g. <i>says which posters in a shop or TV adverts would make them want to buy something, and why</i></p> <p>with support, justifies their views about what they have read</p>	<p>analyses the use of language to set scenes, build tension or create suspense</p> <p>explains how words/phrases in the description are linked to create suspense</p> <p>explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, <i>for example, 'what other words/phrases in this passage tell us that he is a sinister character?'</i></p>	<p>motives and feelings and explain whether their behaviour was predictable or unexpected</p> <p>explores alternative outcomes to an issue</p> <p>analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives</p> <p>evaluates texts for their appeal for the intended audience</p>	<p>identifying key details that support the main ideas</p> <p>identifies conventions across a range of non-fiction text types and forms e.g. <i>first person in autobiographies</i> and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this</p> <p>analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes</p> <p>identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context</p> <p>shows understanding</p>	<p>e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.</p> <p>explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader</p> <p>identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. <i>in parody</i></p>
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						through emphasis, intonation and volume when performing	
Predicting	<p>Nursery Developing an understanding of simple concepts.</p> <p>Can retell a simple past event in order.</p> <p>Suggests how the story might end.</p> <p>Reception Uses talk to sequence, order and clarify thinking, ideas, feelings and events.</p> <p>Anticipates key events in stories.</p>	predicts events and endings	<p>predicts with increasing accuracy during reading and then adapts prediction in the light of new information</p> <p>predicts some key events of a story based on the settings described in the story opening.</p>	predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct	predicts on the basis of mood or atmosphere how a character will behave in a particular setting	identifies whether changes in characters met or challenged the reader's expectations	n/a

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Analysing				<p>analyses and compares plot structure</p> <p>recognises the move from general to specific detail</p>	<p>analyses how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint</p> <p>analyses how poetry is structured and its effect on the reader</p> <p>exemplifies the move between generalisations and specific information</p>	<p>analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) <i>e.g. experimenting with the different paths that the reader can take through the text</i></p> <p>analyses paragraph structures in similar texts noting and commenting on similarities and differences</p>	<p>justifies personal response to narratives with suitable expansion e.g. <i>whether it was believable, whether dilemmas were resolved satisfactorily</i></p> <p>identifies how authors use a range of narrative structures e.g. <i>stories within stories, flashbacks</i> and can demonstrate understanding by re-telling/writing the narrative using a different structure</p>

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Authorial Intent				<p>evaluates effectiveness of texts in terms of function, form and language features</p> <p>identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning</p>	<p>understands how authors use a variety of sentence constructions <i>e.g. relative clauses to add detail</i></p> <p>explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them</p>	<p>recognises the style of different authors and recognises their intended audience</p>	<p>justifies agreement or disagreement with narrator's point of view when evaluating a text</p>
Comparing				<p>comments on the effect of scene changes <i>e.g. moving from a safe to a dangerous place to build tension</i></p>	<p>comments on differences between what characters say and what they do</p>	<p>identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue</p> <p>checks whether viewpoint changes in the story</p>	<p>explains how a personal response has altered at various points across a text as the narrative viewpoint changes <i>e.g. 'I didn't like this character at the beginning because but now I understand why'</i></p>