Progression of skills in Reading for EYFS, KS1 and KS2

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Vocabulary** |  | * discuss word meanings, linking new meanings to those already known
* draw upon knowledge of vocabulary in order to understand the text
* join in with predictable phrases
* use vocabulary given by the teacher
* discuss his/her favourite words and phrases
 | * discuss and clarify the meanings of words; link new meanings to known
* vocabulary
* discuss their favourite words and phrases
* recognise some recurring language in stories and poems
 | * use dictionaries to check the meaning of words that they have read
* discuss words that capture the readers interest or imagination
* identify how language choices help build meaning
* find the meaning of new words using substitution within a sentence.
 | * use dictionaries to check the meaning of words that they have read
* use a thesaurus to find synonyms
* discuss why words have been chosen and the effect these have on the reader
* explain how words can capture the interest of the reader
* discuss new and unusual vocabulary and clarify the meaning of these
* find the meaning of new words using the context of the sentence.
 | * explore the meaning of words in context, confidently using a dictionary
* discuss how the author’s choice of language impacts the reader
* evaluate the authors use of language
* investigate alternative word choices that could be made
* begin to look at the use of figurative language
* use a thesaurus to find synonyms for a larger variety of words
* re-write passages using alternative word choices
* ‘read around the word’ and explore its meaning in the broader context of a section or paragraph.
 | * evaluate how the authors’ use of language impacts upon the reader
* find examples of figurative language and how this impacts the reader and contributes to meaning or mood.
* discuss how presentation and structure contribute to meaning.
* explore the meaning of words in context by ‘reading around the word’ and independently explore its meaning in the broader context of a section or paragraph.
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| **Inference** |  | * make basic inferences about characters’ feelings by using what they say as evidence.
* infer basic points with direct reference to the pictures and words in the text
* discuss the significance of the title and events
* demonstrate simple inference from the text based on what is said and done
 | * make inferences about characters’ feelings using what they say and do.
* infer basic points and begin, with support, to pick up on subtler references.
* answer and ask questions, modifying answers as the story progresses
* use pictures or words to make inferences
 | * infer characters’ feelings, thoughts and motives from their stated actions.
* justify inferences by referencing a specific point in the text.
* ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.
* make inferences about actions or events
 | * ask and answer questions appropriately, including some simple inference questions
* based on characters’ feelings, thoughts and motives (‘I know this because’ questions)
* infer characters’ feelings, thoughts and motives from their stated actions.
* consolidate the skill of justifying using a specific reference point in the text
* use more than one piece of evidence to justify their answer
 | * draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.
* make inferences about actions, feelings, events or states
* use figurative language to infer meaning
* give one or two pieces of evidence to support the point they are making.
* begin to draw evidence from more than one place across a text.
 | * draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.
* discuss how characters change and develop through texts by drawing inferences based on indirect clues.
* make inferences about events, feelings, states backing these up with evidence.
* infer characters’ feelings, thoughts and motives, giving more than one piece of evidence to support each point made.
* draw evidence from different places across the text
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| **Prediction** |  | * predict what might happen on the basis of what has been read so far in terms of story, character and plot
* make simple predictions based on the story and on their own life experience.
* begin to explain these ideas verbally or though pictures.
 | * predicting what might happen on the basis of what has been read in terms of plot,
* character and language so far
* make predictions using their own knowledge as well as what has happened so far
* to make logical predictions and give explanations of them
 | * justify predictions using evidence from the text.
* use relevant prior knowledge to make predictions and justify them.
* use details from the text to form further predictions.
 | * justify predictions using evidence from the text.
* use relevant prior knowledge as well as details from the text to form predictions and to justify them.
* monitor these predictions and compare them with the text as they read on
 | * predict what might happen from details stated and implied
* support predictions with relevant evidence from the text.
* confirm and modify predictions as they read on.
 | * predict what might happen from details stated and implied
* support predictions by using relevant evidence from the text
* confirm and modify predictions in light of new information.
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| **Explanation** |  | * give opinion including likes and dislikes
* link what they read or hear to their own experiences
* explain clearly their understanding of what has been read to them
* express views about events or characters
 | * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
* express own views about a book or poem
* discuss some similarities between books
* listen to the opinion of others
 | * discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books
* identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts
* recognise authorial choices and the purpose of these
 | * discuss words and phrases that capture the reader’s interest and imagination
* identify how language, structure, and presentation contribute to meaning
* recognise authorial choices and the purpose of these
 | * provide increasingly reasoned justification for views
* recommend books for peers in detail
* give reasons for authorial choices
* begin to challenge points of view
* begin to distinguish between fact and opinion
* identify how language, structure and presentation contribute to meaning
* discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
* explain and discuss understanding of what they have read, including through formal presentations and debates
 | * provide increasingly reasoned justification for views
* recommend books for peers in detail
* give reasons for authorial choices
* begin to challenge points of view
* begin to distinguish between fact and opinion
* identify how language, structure and presentation contribute to meaning
* discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
* explain and discuss understanding of what they have read, including through formal presentations and debates.
* distinguish between fact, opinion and bias explain how they know this.
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| **Retrieval** |  | * answer a question about what has just happened in a story.
* develop their knowledge of retrieval through images.
* recognize characters, events, titles and information.
* recognize differences between fiction and non-fiction texts.
* retrieve information by finding a few key words.
* contribute ideas and thoughts in discussion
 | * independently read and answer simple questions about what they have just read.
* ask and answer retrieval questions
* draw on previously taught knowledge
* remember significant event and key information about the text that they have read
* checking words that they have decoded, to ensure that they fit within the text they have already read
 | * use contents page and subheadings to locate information
* learn the skill of ‘skim and scan’ to retrieve details.
* begin to use quotations from the text.
* retrieve and record information from a fiction text.
* retrieve information from a non-fiction text
 | * confidently skim and scan texts to record details,
* use relevant quotes to support answers to questions.
* retrieve and record information from a fiction or non-fiction text.
 | * confidently skim and scan, and also use the skill of reading before and after to retrieve information.
* use evidence from across larger sections of text
* read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.
* retrieve, record and present information from non-fiction texts.
* ask own questions and follow a line of enquiry.
 | * confidently skim and scan, and also use the skill of reading before and after to retrieve information.
* use evidence from across whole chapters or texts
* read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.
* retrieve, record and present information from a wide variety of non-fiction texts.
* ask own questions and follow a line of enquiry.
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| **Sequence *KS1*****Summarise *KS2*** |  | * 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 of the story.
 | * identify 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
 | * use skills developed in Year 3 in order to write a brief summary of main points.
* identify and use important information.
* identify 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.
 | * summarise 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 writing
 | * 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.
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