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. |
| **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 |
| **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. |
| **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. |
| **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. |
| **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. |