



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> <li>draw upon knowledge of vocabulary to understand the text</li> <li>join in with predictable phrases</li> <li>use vocabulary given by the teacher</li> <li>discuss his/her favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words</li> <li>link new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>recognise some recurring language in stories and poems</li> </ul>	<ul style="list-style-type: none"> <li>use dictionaries to check the meaning of words that they have read</li> <li>discuss words that capture the readers interest or imagination</li> <li>identify how language choices help build meaning</li> <li>find the meaning of new words using substitution within a sentence</li> </ul>	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> <li>use a thesaurus to find synonyms</li> <li>discuss why words have been chosen and the effect these have on the reader</li> <li>explain how words can capture the interest of the reader</li> <li>discuss new and unusual vocabulary and clarify the meaning of these</li> <li>find the meaning of new words using the context of the sentence</li> </ul>	<ul style="list-style-type: none"> <li>explore the meaning of words in context, confidently using a dictionary</li> <li>discuss how the author's choice of language impacts the reader</li> <li>evaluate the authors use of language</li> <li>investigate alternative word choices that could be made</li> <li>begin to look at the use of figurative language</li> <li>use a thesaurus to find synonyms for a larger variety of words</li> <li>re-write passages using alternative word choices</li> <li>read around the word' and *explore its meaning in the broader context of a section or paragraph</li> </ul>	<ul style="list-style-type: none"> <li>evaluate how the authors' use of language impacts upon the reader</li> <li>find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>discuss how presentation and structure contribute to meaning.</li> <li>explore the meaning of words in context by 'reading around the word'</li> <li>independently explore its meaning in the broader context of a section or paragraph</li> </ul>



<b>Inference</b>		<ul style="list-style-type: none"><li>• children make basic inferences about characters' feelings by using what they say as evidence.</li><li>• infer basic points with direct reference to the pictures and words in the text</li><li>• discuss the significance of the title and events</li><li>• demonstrate simple inference from the text based on what is said and done</li></ul>	<ul style="list-style-type: none"><li>• make inferences about characters' feelings using what they say and do.</li><li>• infer basic points and begin, with support, to pick up on subtler references.</li><li>• answering and asking questions and modifying answers as the story progresses</li><li>• use pictures or words to make inferences</li></ul>	<ul style="list-style-type: none"><li>• children can infer characters' feelings, thoughts and motives from their stated actions.</li><li>• justify inferences by referencing a specific point in the text.</li><li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li><li>• make inferences about actions or events</li></ul>	<ul style="list-style-type: none"><li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</li><li>• infer characters' feelings, thoughts and motives from their stated actions.</li><li>• consolidate the skill of justifying them using a specific reference point in the text</li><li>• use more than one piece of evidence to justify their answer</li></ul>	<ul style="list-style-type: none"><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li><li>• make inferences about actions, feelings, events or states</li><li>• use figurative language to infer meaning</li><li>• give one or two pieces of evidence to support the point they are making.</li><li>• begin to draw evidence from more than one place across a text.</li></ul>	<ul style="list-style-type: none"><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li><li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li><li>• make inferences about events, feelings, states backing these up with evidence.</li><li>• infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</li></ul>
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<p><b>Prediction</b></p>	<p>Anticipate (where appropriate) key events in stories and what could happen next.</p>	<ul style="list-style-type: none"> <li>predicting what might happen based on what has been read so far in terms of story, character and plot</li> <li>make simple predictions based on the story and on their own life experience.</li> <li>begin to explain these ideas verbally or through pictures</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen based on what has been read in terms of plot, character and language so far</li> <li>make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</li> </ul>	<ul style="list-style-type: none"> <li>justify predictions using evidence from the text.</li> <li>use relevant prior knowledge to make predictions and justify them.</li> <li>use details from the text to form further predictions.</li> </ul>	<ul style="list-style-type: none"> <li>justify predictions using evidence from the text.</li> <li>use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>monitor these predictions and compare them with the text as they read on</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> <li>support predictions with relevant evidence from the text.</li> <li>confirm and modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> <li>support predictions by using relevant evidence from the text</li> <li>confirm and modify predictions considering new information.</li> </ul>
<p><b>Explain</b></p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>express my own views about a book or poem</li> <li>discuss some similarities between books</li> <li>listen to the opinion of others</li> </ul>	<ul style="list-style-type: none"> <li>discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</li> <li>recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>provide increasingly reasoned justification for my views</li> <li>recommend books for peers in detail</li> <li>give reasons for authorial choices</li> <li>begin to challenge points of view</li> <li>begin to distinguish between fact and opinion</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates</li> </ul> <p><b>Y6:</b> distinguish between fact, opinion and bias explaining how they know this</p>	



Progression in Reading Comprehension

<b>Retrieve</b>			<ul style="list-style-type: none"><li>independently read and answer simple questions about what they have just read.</li><li>asking and answering retrieval questions</li><li>draw on previously taught knowledge</li><li>remember significant event and key information about the text that they have read</li><li>monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</li></ul>	<ul style="list-style-type: none"><li>use contents page and subheadings to locate information</li><li>learn the skill of 'skim and scan' to retrieve details.</li><li>begin to use quotations from the text.</li><li>retrieve and record information from a fiction text</li><li>retrieve information from a non-fiction text</li></ul>	<ul style="list-style-type: none"><li>confidently skim and scan texts to record details,</li><li>using relevant quotes to support their answers to questions.</li><li>retrieve and record information from a fiction or non-fiction text.</li></ul>	<ul style="list-style-type: none"><li>confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li><li>use evidence* from across larger sections of text</li><li>read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</li><li>retrieve, record and present information from non-fiction texts.</li><li>ask my own questions and follow a line of enquiry.</li></ul> <p><b>Y6:</b> *They use evidence from across whole chapters or texts</p>
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<p><b>Sequence (Y2)</b> <b>Summarise (Y3-Y6)</b></p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<ul style="list-style-type: none"> <li>• discuss the sequence of events in books and how items of information are related.</li> <li>• retell using a wider variety of story language.</li> <li>• order events from the text</li> <li>• begin to discuss how events are linked focusing on the main content of the story</li> </ul>	<ul style="list-style-type: none"> <li>• identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>• begin to distinguish between the important and less important information in a text.</li> <li>• give a brief verbal summary of a story.</li> <li>• teachers begin to model how to record summary writing.</li> <li>• identify themes from a wide range of books</li> <li>• make simple notes from one source of writing</li> </ul>	<ul style="list-style-type: none"> <li>• use skills developed in year 3 to write a summary of main points, identifying and using important information.</li> <li>• identifying main ideas drawn from more than one paragraph.</li> <li>• identify themes from a wide range of books</li> <li>• summarise whole paragraphs, chapters or texts</li> <li>• highlight key information and record it in bullet points, diagrams, maps etc</li> </ul>	<ul style="list-style-type: none"> <li>• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</li> <li>• make connections between information across the text and include this is an answer.</li> <li>• discuss the themes or conventions from a chapter or text</li> <li>• identify themes across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>• make comparisons across different books.</li> <li>• summarise entire texts, in addition to chapters or paragraphs, using a limited number of words or paragraphs</li> </ul>
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