

## Reading Progression at Lady Royd

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency and expression	<ul style="list-style-type: none"> <li>Blend sounds into words so that they can read short words made up of letter-sound correspondences .</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>To accurately read texts that are consistent with their developing phonic knowledge, which do not require them to use other strategies to work out words.</li> <li>To reread texts to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>To reread these books to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.</li> <li>Any focus on word reading should support the development of vocabulary.</li> </ul>			

<b>Prediction</b>	<ul style="list-style-type: none"> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Suggest how a story might end.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen based on what has been read so far in terms of character/story/plot.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen next based on what has been read so far in terms plot/character/language.</li> <li>• Skim read to predict what non-fiction texts might be about.</li> </ul>	<ul style="list-style-type: none"> <li>• Justify predictions using evidence from the text.</li> <li>• Use details from the text to form further predictions.</li> <li>• Use relevant prior knowledge to make predictions and justify them.</li> </ul>	<ul style="list-style-type: none"> <li>• Justify predictions using evidence from the text.</li> <li>• Monitor predictions and compare them with the text as they read on.</li> <li>• Use relevant prior knowledge to make predictions from the text and justify them.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied.</li> <li>• Support predictions with relevant evidence from the text and then confirm and modify predictions as they read on.</li> </ul>
-------------------	---	--	--	---	--	---

Retrieval	<ul style="list-style-type: none"> <li>To describe main story settings, events and principal characters.</li> </ul>	<ul style="list-style-type: none"> <li>Answer a question about what has just happened in a story.</li> <li>Develop their knowledge of retrieval through images.</li> <li>Recognise characters, events, titles and information.</li> <li>Recognise differences between fiction and non-fiction texts.</li> <li>Retrieve information by finding a few key words.</li> <li>Contribute ideas and thoughts in discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer retrieval questions.</li> <li>Independently read and answer questions about what they have just read.</li> <li>Remember significant event and key information about text just read.</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve and record information from a fiction and non-fiction text.</li> <li>Begin to use quotations from the text.</li> <li>Learn to skim and scan to retrieve details.</li> <li>Use the contents page and sub-heading to locate information.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently skim and scan texts to record details.</li> <li>Use relevant quotes to support answers to questions.</li> <li>Retrieve and record information from a non-fiction text.</li> <li>Distinguish between a fact and opinion when retrieving information.</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve to aid in explaining prediction and inference.</li> <li>Confidently skim and scan before and after reading to retrieve information.</li> <li>Use evidence across larger sections of texts.</li> <li>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</li> <li>Ask my own questions and follow a line of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently skim and scan before and after reading to retrieve information. Use evidence from across whole chapters or texts.</li> <li>Retrieve, record and present information from a variety of non-fiction texts.</li> <li>Ask my own questions and follow a line of enquiry.</li> </ul>
-----------	---	---	--	---	---	---	--

Vocabulary	<ul style="list-style-type: none"> <li>• To extend vocabulary especially by grouping, naming and exploring the meaning and sounds of unfamiliar words.</li> <li>• To use vocabulary and forms of speech which are increasingly influenced by their experience of books.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Listen to and talk about selected non-fiction to develop a deep</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss word meaning linking new meanings to those already known.</li> <li>• Join in with predictable phrases.</li> <li>• Use vocabulary given by the teacher.</li> <li>• Discuss their favourite words and phrases.</li> <li>• Link new synonyms to known vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Work out the meaning of words from the context.</li> <li>• Use key vocabulary when retrieving and recording information.</li> <li>• Recognise some reoccurring language in stories and poems.</li> <li>• Use thesaurus to identify synonyms of a known word.</li> </ul>	<ul style="list-style-type: none"> <li>• Use dictionaries to check the meaning of words they have read.</li> <li>• Discuss words which capture the readers interest or imagination.</li> <li>• Identify how language choices help build meaning.</li> <li>• Find the meaning of words and use a synonym within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Use dictionaries to check the meaning of words and write definitions for unfamiliar vocabulary.</li> <li>• Use a thesaurus to identify synonyms and antonyms for new vocabulary.</li> <li>• Discuss why words have been chosen and the effect they 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 their meaning.</li> <li>• Find the meaning of unfamiliar words by using its context in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Read around the word and explore its meaning in the broader section of a sentence or paragraph.</li> <li>• Rewrite passages using alternative word choices.</li> <li>• Look at the use of figurative language.</li> <li>• Evaluate the authors use of language.</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/ contributes to the 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 and independently explore its meaning in the broader context of a section or paragraph.</li> </ul>
------------	---	--	--	---	--	---	---

	familiarity with new knowledge and vocabulary.						
<b>Inference</b>	<ul style="list-style-type: none"> <li>To answer how and why questions about their experiences and in response to stories or events.</li> </ul>	<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 on 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 feeling using what they say and do.</li> <li>Infer basic points and begin to use evidence to structure responses.</li> <li>Use pictures of words to make inferences.</li> <li>Answering and asking questions as the story progresses.</li> </ul>	<ul style="list-style-type: none"> <li>Infer characters feelings, thought and motives from their stated actions.</li> <li>Justify inferences by referencing a specific point in a text.</li> <li>Make inferences about actions or events.</li> <li>Use Point and Evidence to structure responses when making inferences.</li> </ul>	<ul style="list-style-type: none"> <li>To ask and answer questions appropriately including some simple inference questions based on characters feelings thoughts and motives. (I know this because.....)</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 an answer.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inference such as inferring characters feelings, thought and motives from their actions and justifying inferences with evidence.</li> <li>Use figurative language to infer meaning.</li> <li>Give 1 or 2 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>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>Make inferences about events, feelings and 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.</li> <li>Draw evidence from different places across the text.</li> </ul>

Summary	<ul style="list-style-type: none"> <li>To begin to be aware of the way stories are structured.</li> <li>To follow a story without pictures or props.</li> </ul>	<ul style="list-style-type: none"> <li>Retell familiar stories orally e.g., fairy stories/ traditional tales.</li> <li>Sequence the events of a story they are familiar with.</li> <li>Begin to discuss how events are linked.</li> </ul>	<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>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>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 brief 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>Summarise 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.</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</li> <li>analysing and evaluating ideas between sections of the text.</li> <li>Make comparisons across different books.</li> <li>Summarise entire texts, in addition to chapters or paragraphs, using a</li> <li>limited number of words or paragraphs.</li> </ul>
---------	---	---	---	---	--	---	--