



Progression in Reading



Vision: To create a school community which is safe, understanding, aspirational and which values reading, and where curriculum design challenges children to succeed in life emotionally, socially and intellectually

End points	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Year R	Year N	National Curriculum Alignment / Early Learning Goals
<p>End Point 1 Vocabulary:</p> <p>To know how to analyse and explain the impact of, authors' techniques and use of language e.g., expressive or figurative language, range of sentence structure, repetition etc</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</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</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 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 e.g.</p>	<p>discusses effective language choices, e.g., 'slimy' is a good word there because ...</p> <p>identifies that adverbs help to tell us how the character is feeling</p>	<p>identify simple and recurring literary language 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>learn new vocabulary</p> <p>use new vocabulary throughout the day</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> <p>use new vocabulary</p>	<p>use a wide range of vocabulary</p> <p>engage in extended conversations about stories, learning new vocabulary</p>	<p>acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</p> <p>Early Learning Goals:</p> <p>say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>read words consistent with their phonic knowledge by sound-blending.</p> <p>read aloud simple sentences and books that are consistent with their phonic knowledge, including</p>



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	links between and within paragraphs e.g. where the author has avoided over-use of obvious adverbials / conjunctions such as 'on the other hand	meaning over time	identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed	introduction, build up etc.			in different contexts. listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		some common exception words. demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. anticipate (where appropriate) key events in stories. use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
End point 2 Retrieving : To know how to retrieve	retrieves information, referring to more than	comments on use of language using terminology	recognises the introduction, build- up, climax or	refers back to the text for evidence when	identifies words and phrases	with support, justifies their views about texts they	blend sounds into words, so that they	understand the five key	develop the habit of reading widely and often, for both



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<p>information from a variety of genres</p> <p>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,</p>	<p>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</p>	<p>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. cinquain, haiku, calligram, kenning</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</p>	<p>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>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. index, bold headings</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</p>	<p>have had read to them e.g. uses the word 'because'</p> <p>recognises patterns in texts, e.g. repeated phrases and refrains discusses the significance of</p> <p>the title observes the punctuation and</p> <p>uses this to aid understanding retrieves key information from a text</p> <p>identifies complete sentences identifies typical phrases e.g. story</p>	<p>can read short words made up of letter-sound correspondences.</p> <p>read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>concepts about print:</p> <p>print has meaning</p> <p>the names of different parts of a book</p> <p>print can have different purposes</p> <p>page sequencing</p> <p>we read English text from left to right and from top to bottom</p> <p>develop their phonological awareness, so that they can:</p> <p>spot and suggest rhymes</p> <p>count or clap syllables in words</p>	<p>pleasure and information</p> <p>appreciate our rich and varied literary heritage</p> <p>Early Learning Goals:</p> <p>listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced</p>
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<p>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 text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups</p>	<p>themes in a range of narrative texts e.g. can track words/phrases linked with the 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 • comments on how a character is built and presented, referring to dialogue, action and description</p> <p>retrieves, records and presents ideas from non-</p>	<p>poetry texts.</p> <p>analyses how structural and presentational features contribute to purpose in a range of texts</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 e.g. courage over adversity, loss etc.</p> <p>identifies the way descriptive language and small details are used to</p>	<p>recognises different narrative genres</p> <p>notices the difference between 1st and 3rd person accounts</p> <p>identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in instructions</p>	<p>because it says she ...'</p> <p>begins to understand that 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</p>	<p>openings and endings understands that there is a range</p> <p>of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc.</p> <p>begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction comments on things that interest them</p>	<p>read individual letters by saying the sounds for them</p> <p>read some letter groups that each represent one sound and say sounds for them.</p> <p>read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words matched to the school's phonic programme.</p>	<p>develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother</p>	<p>vocabulary</p> <p>use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>
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		<p>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 genuinely informative reasons, or to 'bamboozle' the reader</p>	<p>build an impression of an unfamiliar place</p> <p>identifies figurative and expressive language that builds a fuller picture of a character.</p>		<p>literary language e.g. words/phrases that identify a traditional tale/narrative/story identifies elements of an author's style e.g. familiar characters, settings or common themes</p> <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>		<p>compare and contrast characters from stories, including figures from the past.</p>		
<p>End point 3 Summarising:</p> <p>To be able to analyse texts to</p>	<p>summarises competing views</p> <p>analyses dialogue at</p>	<p>summarises main ideas from more than one text to</p>	<p>explains and justifies an opinion on the resolution of an</p>	<p>summarises main ideas from a text</p> <p>begins to identify</p>	<p>identifies the sequence of events e.g. answers questions such as 'Which event</p>	<p>identifies how non-fiction texts are sequenced</p>	<p>develop their own narratives and</p>	<p>describe main story settings, events and principal characters.</p>	<p>use discussion in order to learn; they should be able to elaborate and explain clearly their</p>



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<p>summarise and discuss</p> <p>meaning</p>	<p>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>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>issue/whole narrative</p> <p>summarises the main ideas of a non-fiction text</p>	<p>themes across texts e.g. friendship, good and evil, bullying</p>	<p>happened first? What happened before he fell over?</p>	<p>identifies the beginning, middle and end of stories and pattern in poetry</p>	<p>explanations by</p> <p>connecting ideas or events.</p>		<p>understanding and ideas</p> <p>Early Learning Goals:</p> <p>demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>anticipate (where appropriate) key events in stories</p>
<p>Endpoint 4</p> <p>Inferring: To know how to summarise a text's purpose</p>	<p>draws reasoned conclusions from non-fiction texts which present differences of opinion</p> <p>analyses why and how scene</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>identifies techniques used by the author to persuade the reader to feel sympathy or dislike</p> <p>justifies opinions of</p>	<p>suggests reasons for actions and events</p> <p>infers characters' feelings, motives, behaviour and relationships based on descriptions</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>identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help</p>	<p>compare and contrast characters from stories, including figures from the past</p>	<p>understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>read easily, fluently and with good understanding</p> <p>Early Learning Goal:</p> <p>offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,</p>



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<p>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</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 multi-layered (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>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 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</p>	<p>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 e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?</p>	<p>recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself</p> <p>explains how the way a character speaks reflects their personality</p> <p>identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour</p> <p>evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would</p>	<p>her build a sandcastle.'</p> <p>expresses preferences linked to own experiences e.g. 'I like going to the beach too'.</p> <p>uses different voices for characters when reading dialogue aloud</p> <p>uses different voice pitch to indicate whether they are reading an exclamation or question</p>		<p>rhymes and poems when appropriate.</p> <p>anticipate (where appropriate) key events in stories.</p>
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	<p>non-fiction genres</p> <p>explains underlying themes across a range of poetry 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/biases of the reader</p>	<p>summarises ideas across paragraphs, identifying key details that support the main ideas</p> <p>identifies conventions across a range of non-fiction text types and forms e.g. first person in autobiographies 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</p>	<p>Angel of Nitshill Road'</p> <p>comments on the way key characters respond to a problem</p> <p>makes deductions about characters' 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</p>	<p>identifies evidence of relationship between characters based on dialogue and behaviour</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, for example, 'what other</p>	<p>make them want to buy something, and why</p> <p>with support, justifies their views about what they have read</p>				
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<p>identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody</p> <p>justifies personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily</p> <p>identifies how authors use a range of narrative structures e.g. stories</p>	<p>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 through</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) e.g. experimenting with the</p>	<p>true feelings or motives</p> <p>evaluates texts for their appeal for the intended audience</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>words/phrases in this passage tell us that he is a sinister character?</p> <p>analyses and compares plot structure</p> <p>recognises the move from general to specific detail</p> <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>comments on the effect of</p>						
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<p>within stories, flashbacks and can demonstrate understanding by re-telling/writing the narrative using a different structure</p> <p>justifies agreement or disagreement with narrator's point of view when evaluating a text</p> <p>explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. 'I didn't like this</p>	<p>different paths that the reader can take through the text</p> <p>analyses paragraph structures in similar texts noting and commenting on similarities and differences</p> <p>recognises the style of different authors and recognises their intended audience</p> <p>identifies balanced or biased viewpoints and discuss texts which • explore more than one perspective on an issue</p> <p>checks whether viewpoint</p>	<p>understands how authors use a variety of sentence constructions e.g. relative clauses to add detail</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>comments on differences between what characters say and what they do</p>	<p>scene changes e.g. moving from a safe to a dangerous place to build tension</p>						
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	character at the beginning because but now I understand why	changes in the story							
Endpoint 5 Predicting: To identify whether changes in characters met or challenged the reader's expectations	identifies whether changes in characters met or challenged the reader's expectations		predicts on the basis of mood or atmosphere how a character will behave in a particular setting	predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct	predicts with increasing accuracy during reading and then adapts prediction in the light of new information predicts some key events of a story based on the settings described in the story opening	predicts events and endings	listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	suggest how the story might end. joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	develop the habit of reading widely and often, for both pleasure and information
Endpoint 6 Reading	generates open questions to	refines questions to deepen	listens to the opinions of others and	asks increasingly informed	self-corrects spontaneously	reads age-appropriate texts fluently,	blend sounds into words, so	understand the five key	read easily, fluently and with good understanding



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<p>Behaviours and Fluency: To be able to express and justify personal preferences regarding significant authors/poets</p>	<p>explore a range of possibilities and justifies responses in relation to the text</p> <p>expresses and justifies personal preferences regarding significant authors/poets</p>	<p>understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further</p> <p>uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect</p> <p>justifies personal response to particular texts and characters with evidence</p>	<p>adjusts own thinking/understanding where appropriate</p> <p>expresses personal preferences regarding the work of significant authors/poets</p> <p>explains similarities and differences with own experiences</p>	<p>questions to improve understanding of a text e.g. 'I wonder if this is like because (linking to other texts)', 'Perhaps he did that because (linking own experiences/th at of other characters)'</p> <p>comments on use of language using terminology including alliteration, rhythm, rhyme, simile</p> <p>uses dictionaries independently to check meaning of new vocabulary</p>	<p>and at the point of error</p> <p>sustains silent reading most of the time</p> <p>sustains interest in longer narratives e.g. a short chapter book</p> <p>recognises the difference between description in fiction and non-fiction e.g. in non-fiction description is generally used for precision rather than to create an emotional response.</p>	<p>pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy</p> <p>re-reads to self-correct if meaning is lost</p> <p>asks questions to clarify connects what they read or hear to their own experiences</p> <p>knows the voice telling the story is called the narrator</p>	<p>that they can read short words made up of letter-sound correspondences</p> <p>read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>concepts about print: print has meaning</p> <p>the names of different parts of a book</p> <p>print can have different purposes</p> <p>page sequencing</p> <p>we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: spot and suggest rhymes</p> <p>count or clap syllables in words</p> <p>recognise words with the same initial sound, such</p>	<p>Early Learning Goal:</p> <p>read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
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