



Progression and Expectations in Reading

Where the Magic Begins...

Nursery			
Range of Texts	Familiarity with Texts <i>The Magic of Stories</i>	Word Reading	Reading Comprehension
Patterned stories Stories with rhyme and alliteration Stories by significant authors Nursery rhymes and songs Non-fiction books linked to current learning. <i>(See English Maps and Spines for detail)</i>	Listening to a wide range of poems, rhymes, stories and non-fiction at a level beyond that at which they can read independently. Has some favourite stories, rhymes, songs, poems or jingles. Enjoys rhyming and rhythmic activities. Listens to and joins in with simple stories and poems, one-to-one and also in small groups (Repeated Reads). Shows interest in illustrations and print in books and print in the environment. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print.	Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a...' Joins in with repeated refrains. Recognises familiar words and signs such as own name and advertising logos. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Hears and says the initial sound in words. Begins to recall the picture cards for Set 1 RWI sounds. When ready, will begin learning the Set 1 RWI sounds.	Shows awareness of rhyme and alliteration. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Anticipates key events and phrases in rhymes and stories. Builds up vocabulary that reflects the breadth of their experiences.



Reception

Range of Texts	Familiarity with Texts <i>The Magic of Stories</i>	Word Reading	Reading Comprehension
<p>Patterned stories Stories by well-known authors Traditional Tales Stories set in a variety of settings Non-fiction books linked to current learning Poetry, Songs and Rhymes</p> <p><i>(See English Maps and Spines for detail)</i></p>	<p>Listening to and discussing a wide range of longer poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books and looks at books independently.</p> <p>Looks at books independently that have been repeatedly read.</p> <p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p> <p>Knows that information can be retrieved from books and computers.</p>	<p>Learn a range of phonemes</p> <p>Apply to simple CVC words</p> <p>Use phonic knowledge to read words.</p> <p>Read some irregular common words correctly</p> <p>Read simple rhyming strings, following pattern.</p> <p>Securely read words with Set 1 RWI sounds.</p>	<p>Able to follow a story without pictures or props</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Answer 'how' and 'why' questions about experiences and in response to stories or events.</p> <p>Read and understand simple sentences.</p> <p>Develop own narratives and explanations by connecting ideas or events</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>



Let Reading Weave Its Magic...

Year Group	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
1	<p>Discussing word meanings, linking new meanings to those already known.</p> <p>Draw upon knowledge of vocabulary in order to understand the text</p> <p>Join in with predictable phrases. Use vocabulary given by the teacher.</p> <p>Discuss his/her favourite words and phrases.</p>	<p>Children 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.</p> <p>Discuss the significance of the title and events.</p> <p>Demonstrate simple inference from the text based on what is said and done.</p>	<p>Predicting what might happen on the basis of what has been read so far in terms of story, character and plot.</p> <p>Make simple predictions based on the story and on their own life experience.</p> <p>Begin to explain these ideas verbally or through pictures.</p>	<p>Give my opinion including likes and dislikes (not necessarily objective).</p> <p>Link what they read or hear to their own experiences.</p> <p>Explain clearly my understanding of what has been read to them.</p> <p>Express views about events or characters.</p>	<p>Answer a question about what has just happened in a story.</p> <p>Develop their knowledge of retrieval through images.</p> <p>Recognize characters, events, titles and information. Recognize differences between fiction and non-fiction texts. Retrieve information by finding a few key words.</p> <p>Contribute ideas and thoughts in discussion.</p>	<p>Retell familiar stories orally e.g fairy stories and traditional tales.</p> <p>Sequence the events of a story they are familiar with</p> <p>Begin to discuss how events are linked.</p>

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- being encouraged to link what they read or hear read to their own experiences.
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- recognising and joining in with predictable phrases.
- learning to appreciate rhymes and poems, and to recite some by heart.



Discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher.
- checking that the text makes sense to them as they read and correcting inaccurate reading.
- discussing the significance of the title and events.
- making inferences on the basis of what is being said and done.
- predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others.
- explain clearly their understanding of what is read to them.



Year Group	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
2	Discussing and clarifying the meanings of words; link new meanings to known vocabulary. Discussing their favourite words and phrases. Recognise some recurring language in stories and poems	Make inferences about characters' feelings using what they say and do. Infer basic points and begin, with support, to pick up on subtler references. Answering and asking questions and modifying answers as the story progresses. Use pictures or words to make inferences	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.	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 my own views about a book or poem. Discuss some similarities between books. Listen to the opinion of others.	Independently read and answer simple questions about what they have just read. Asking and answering retrieval questions. Draw on previously taught knowledge. Remember significant event and key information about the text that they have read. Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.	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.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- discussing the sequence of events in books and how items of information are related.
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- being introduced to non-fiction books that are structured in different ways.
- recognising simple recurring literary language in stories and poetry.



- discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- discussing their favourite words and phrases.
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher.
- checking that the text makes sense to them as they read and correcting inaccurate reading.
- making inferences on the basis of what is being said and done.
- answering and asking questions.
- predicting what might happen on the basis of what has been read so far.
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



Year Group	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
3	<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Discuss words that capture the readers interest or imagination.</p> <p>Identify how language choices help build meaning.</p> <p>Find the meaning of new words using substitution within a sentence.</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>Justify inferences by referencing a specific point in the text.</p> <p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Make inferences about actions or events.</p>	<p>Justify predictions using evidence from the text.</p> <ul style="list-style-type: none"> • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions. 	<p>Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>Recognise authorial choices and the purpose of these.</p>	<p>Use contents page and subheadings to locate information.</p> <p>Learn the skill of 'skim and scan' to retrieve details.</p> <p>Begin to use quotations from the text.</p> <p>Retrieve and record information from a fiction text.</p> <p>Retrieve information from a non-fiction text</p>	<p>Identifying main ideas drawn from a key paragraph or page and summarising these.</p> <p>Begin to distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a story.</p> <p>Teachers begin to model how to record summary writing.</p> <p>Identify themes from a wide range of books.</p> <p>Make simple notes from one source of writing.</p>

Develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning.

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally



- identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and
- explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Activities to support reading –

- Transcribe the children's oral responses into written ones and model structures for answering question
- Always ask the children to explain their responses to questions – How do you know?
- Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings
- Relate the text type back to the writing the children have completed
- Model how to construct a summary of a text
- Jump in – Encourage children to continue the story to the end of the punctuation in a known story
- Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response
- MTYT – Allow children to discuss in partners or read together
- Ask children to become Reading Detectives and search for clues within texts
- Model reading strategies – re-reading for clarity and understanding



Year Group	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
4	<p>Using dictionaries to check the meaning of words that they have read</p> <ul style="list-style-type: none"> • 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. 	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</p> <ul style="list-style-type: none"> • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer 	<p>Justify predictions using evidence from the text.</p> <ul style="list-style-type: none"> • 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 	<p>Discussing words and phrases that capture the reader's interest and imagination</p> <ul style="list-style-type: none"> • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these 	<p>Confidently skim and scan texts to record details,</p> <ul style="list-style-type: none"> • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text. 	<p>Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</p> <ul style="list-style-type: none"> • identifying 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

Develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally



- identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Activities to support reading

- Transcribe the children's oral responses into written ones and model structures for answering question
- Always ask the children to justify their responses to questions – How do you know?
- Create comparison grids for different fiction and non-fiction texts
- Create semantic grids of texts to help to categorise key information
- Write information gained from the text into a different context
- Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text
- Relate the text type back to the writing the children have completed
- Model how to construct a summary of a text Jump in – Encourage children to continue the story to the end of the punctuation in a known story
- Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response
- MTYT – Allow children to discuss in partners or read together
- Ask children to become Reading Detectives and search for clues within texts
- Model reading strategies – re-reading for clarity and understanding



Year Group	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
5	<p>Explore the meaning of words in context, confidently using a dictionary</p> <ul style="list-style-type: none"> • 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 	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <ul style="list-style-type: none"> • 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. 	<p>Predicting what might happen from details stated and implied</p> <ul style="list-style-type: none"> • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on. 	<p>Provide increasingly reasoned justification for my views</p> <ul style="list-style-type: none"> • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying 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 their understanding of what they have read, including through 	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <ul style="list-style-type: none"> • 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 my own questions and follow a line of enquiry. 	<p>Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <ul style="list-style-type: none"> • 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



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Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- learning a wider range of poetry by heart
- making comparisons within and across books
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding



- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'

Activities to support reading -

- Transcribe the children's oral responses into written ones and model structures for answering question.
- Ensure that a full answer is modelled to the children (3 marks Qs)
- Always ask the children to justify their responses to questions – How do you know?
- Ask children to keep a running response in their reading journal.
- Create comparison grids for different fiction and non-fiction texts
- Create semantic grids of texts to help to categorise key information
- Write information gained from the text into a different context
- Change part of the text from fiction to non-fiction and vice-versa.
- Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text
- Relate the text type back to the writing the children have completed
- Model how to construct a summary of a text
- Jump in – Encourage children to continue the story to the end of the punctuation in a known story
- Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response
- MTTYT – Allow children to discuss in partners or read together
- Ask children to become Reading Detectives and search for clues within text Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.



Year Group	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
6	<p>Evaluate how the authors' use of language impacts upon the reader</p> <ul style="list-style-type: none"> • 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. 	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <ul style="list-style-type: none"> • 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. They can draw evidence from different places across the text 	<p>Predicting what might happen from details stated and implied</p> <ul style="list-style-type: none"> • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information. 	<p>Provide increasingly reasoned justification for my views</p> <ul style="list-style-type: none"> • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying 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 their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias 	<ul style="list-style-type: none"> • Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They 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 my own questions and follow a line of enquiry. 	<p>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <ul style="list-style-type: none"> • 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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Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- learning a wider range of poetry by heart
- making comparisons within and across books
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'



Activities to support reading –

- Transcribe the children's oral responses into written ones and model structures for answering question.
- Ensure that a full answer is modelled to the children (3 marks Qs)
- Always ask the children to justify their responses to questions – How do you know?
- Ask children to keep a running response in their reading journal.
- Summarise each of the main characters and return and add to these as reading progresses.
- Create comparison grids for different fiction and non-fiction texts
- Create semantic grids of texts to help to categorise key information
- Write information gained from the text into a different context
- Change part of the text from fiction to non-fiction and vice-versa.
- Fully develop skimming and scanning techniques – fastest finger first – to find particular parts of the text
- Relate the text type back to the writing the children have completed
- Model how to construct a summary of a paragraph, text, story.
- Jump in – Encourage children to continue the story to the end of the punctuation in a known story
- Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response
- MTTT – Allow children to discuss in partners or read together
- Ask children to become Reading Detectives and search for clues within text
- Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.