



Chase Side Primary School – Progression in Reading

Retrieval

Skills for Retrieval	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	<p>Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	Becoming very familiar with key stories and retelling them, explaining clearly their understanding of what is read to them.	Becoming increasingly familiar with and retelling a wider range of stories, answering and asking questions, discussing the sequence of events in books and how items of information are related.	<p>Increasing their familiarity with a wide range of books and retelling some of these orally.</p> <p>Asking questions to improve their understanding of a text, identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Retrieve and record information from non-fiction.</p>	<p>Asking questions to improve their understanding.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Retrieve, record and present information from non-fiction.</p>		
Range of texts/genres	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves key stories, fairy stories and traditional tales.</p> <p>Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves a wider range of stories, fairy stories and traditional tales.</p> <p>Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves a wide range of books, including fairy stories, myths and legends.</p> <p>Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes 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.</p>		



Chase Side Primary School – Progression in Reading

Retelling	Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative.	Retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures.	Orally retelling a wider range of stories using actions and visual cues from the story.	Retell a wide range of stories orally using actions and visual cues.	Retell a wide range of texts orally which is balanced and clear.	See summarizing and sequencing boxes.	
Sequencing	Can sequence pictures from a story or with familiar events.	Sequence pictures for the beginning, middle and end of a story.	Sequence events from a story, explaining reasons for choices.	Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices.	Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices.	Sequence sections/ outlines of unknown texts based upon knowledge of genre features.	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back.
Answering find it questions	They answer 'how' and 'why' questions about their experiences & in response to stories or events. Follow text to play 'jump in' in phonics. 'Fastest finger' to answer questions in phonics.	Answer simple questions about characters, settings and key events in a story.	Answer questions about characters, settings and key events. Answer find it questions about key information in a non-fiction text.	Find and select the word/s in a section of a text to answer find it questions	Find and select words and phrases to answer find it questions from different sections of unknown texts.	Find and select words and phrases from across a whole text to answer find it questions.	Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions.



Chase Side Primary School – Progression in Reading

Summarising and note making	<p>Can explain the main events of a story.</p> <p>Can draw pictures of characters / event / setting in a story. May include labels, sentences or captions.</p>	<p>Identify and discuss the setting and names of the characters in a story.</p>	<p>Explain and discuss the key information from what is seen or read (link to sequencing).</p>	<p>Summarise orally and in writing the main points from a paragraph using a wider range of prompts.</p> <p>Produce an annotated story/visual map to represent a text that has been read.</p>	<p>Summarise orally and in writing the main points from several paragraphs or sections of a text.</p> <p>Produce an annotated drawing/diagram to represent/summarise a section of a text (non-fiction).</p> <p>Complete diagrams, tables and charts to summarise information.</p>	<p>Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this.</p> <p>Summarise in different ways including key information e.g. written summary, key words, pictures/ diagrams, charts and making notes for presentations.</p>	<p>Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this.</p> <p>Summarise the themes or viewpoints for different texts.</p> <p>Summarise in different ways for different audiences and purposes.</p>
Skimming and scanning	<p>'Fastest finger' to answer questions in phonics.</p>		<p>Scan text to find given words and phrases.</p>	<p>Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents) to retrieve information.</p>	<p>Scan different sections of unknown texts (fiction and non-fiction) to find missing information.</p>	<p>Scan different texts to find evidence to support answers to questions.</p> <p>'Speed Read' or skim the text to gain the gist or main idea.</p>	<p>Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography.</p>



Chase Side Primary School – Progression in Reading

Asking find it questions	They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.		Ask relevant questions about a story or on-fiction text.	Generate find it questions for a section of fiction and non-fiction texts (which are relevant).	Generate relevant find it questions from different sections of fiction and non-fiction texts.	Ask relevant find it questions which explore the detail of a text or which require comparison across fiction and non-fiction.	Generate find it questions relevant to different sections of a non-fiction text. Ask relevant find it questions about different sections of a story read.
Note making skills	Give meaning to the marks they make.					Retrieve and record information, producing a set of notes to support a presentation.	Make notes for presentations to different audiences.
Determining validity and importance						Prior to reading, select from a range of texts/ sources of information with a key question or heading in mind.	Appraise a text quickly, deciding on its value, quality or usefulness.



Chase Side Primary School – Progression in Reading

Inference

Skills for inference	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	<p>Children read & understand simple sentences.</p> <p>They use phonic knowledge to decode regular words & read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	<p>Explain clearly their understanding of what is read to them, predicting what might happen on the basis of what has been read so far.</p> <p>Discuss the significance of the title and events, making inferences on the basis of what is being said and done.</p>	<p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Predict what might happen from details stated and implied.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Ask questions to improve their understanding of a text.</p>	<p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Provide reasoned justifications for their views.</p>		
Range of texts/genres	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves key stories, fairy stories and traditional tales.</p> <p>Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves a wider range of stories, fairy stories and traditional tales.</p> <p>Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves a wide range of books, including fairy stories, myths and legends.</p> <p>Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes 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.</p>		



Chase Side Primary School – Progression in Reading

Predicting	They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.	<p>Predict whether a book will be story or non-fiction based upon the cover and title.</p> <p>Predict what might happen based on what has been read so far.</p>	<p>Make predictions prior to reading based upon the title, cover and skim reading of illustrations.</p> <p>Make predictions based upon events in the text so far.</p> <p>Make predictions using experience of reading books based on other familiar texts.</p>	<p>Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings.</p> <p>Make predictions based upon events and actions of characters so far in a story.</p> <p>Make predictions drawing upon knowledge from other texts.</p> <p>Make predictions based upon background knowledge of the topic.</p>	<p>Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing.</p> <p>Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text.</p> <p>Make predictions drawing upon knowledge from other texts.</p>	<p>Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion.</p> <p>Categorise predictions as likely/unlikely based upon what has been read so far.</p>	<p>Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author.</p> <p>Make predictions using evidence stated and implied.</p>
Cause and effect	Talk about what happens and why these things occur.		<p>Begin to describe (in book talk) cause and effect e.g. the effect a character's actions have on other characters.</p>	<p>Identify the cause of an event.</p> <p>Infer an effect of a specific event or action.</p>	<p>Identify the multiple causes of an event.</p> <p>Infer and comment on a range of possible effects of a specific event or action.</p>	<p>Infer and comment on the possible causes of events and actions.</p> <p>Identify which causes are most/least likely based upon evidence in the text and beyond.</p>	<p>Infer, comment on and make links between the cause and effects of events and actions.</p> <p>Evaluate the impact of different causes and effects on people and places.</p>



Chase Side Primary School – Progression in Reading

Identifying evidence to support and justify opinion	<p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Make links to personal experiences.</p> <p>Make inferences about character types based on actions E.g. infer stock character types (good / bad / evil / hero etc.) based upon their actions.</p> <p>Explain clearly what is read to them.</p>	<p>Draw upon personal experiences when commenting on a text.</p> <p>Draw upon knowledge of the topic outside of the book including other similar books.</p> <p>Make simple inferences about character feelings based upon their actions and speech.</p>	<p>Justify inferences with evidence.</p> <p>Infer characters' feelings, thoughts and motives.</p>	<p>Justify inferences with evidence from within the text and experiences and/or reading beyond the text.</p> <p>Infer characters' feelings, thoughts and motives from their actions at different points in a story.</p>	<p>Justify inferences backed by one type of textual evidence from across the text.</p> <p>Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text.</p> <p>Identify statements of fact and opinion.</p>	<p>Justify inferences backed by a range of types of evidence from across the text.</p> <p>Infer and compare different characters' thoughts, feelings and motives at the same points in a story.</p> <p>Distinguish between statements of fact and opinion using evidence to justify.</p>
Drama/ writing in role	<p>They represent their own ideas, thoughts & feelings through role play & stories.</p> <p>Plays cooperatively as part of a group to develop & act out a narrative.</p>	<p>Explore characters through roleplay and drama.</p>	<p>Take on the role of a character e.g. speech bubbles, notes from one character to another or other drama techniques.</p>	<p>Explore characters' actions and feelings through role play such as hot seating.</p> <p>Create short improvisations in role.</p>	<p>Explore characters' actions, feelings and <u>motives</u> through role play such as hot seating.</p> <p>Demonstrate appropriate empathy through expression.</p>	<p>Explore contrasting characters' feelings, <u>thoughts</u>, actions and <u>motives</u> through role play such as hot seating.</p> <p>Create improvisations in role e.g. creating new or alternative scenes.</p>	<p>Create improvisations in role e.g. for a different point in time to that in the text.</p> <p>Present ideas in role as an expert authority e.g. debate.</p>



Chase Side Primary School – Progression in Reading

Asking and answering inference questions	They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.		Ask and answer simple relevant inference/ detective questions about a story or simple non-fiction text (no evidence needed).	Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings and actions.	Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings, actions and motives.	Ask and answer relevant inference/ detective questions for a range of fiction and non-fiction texts. In discussion and <u>role</u> ask/answer relevant inferences/ detective questions about characters' feelings, actions, <u>thoughts</u> and motives.	Ask find it inference/ detective questions which explore the detail of a text or which require comparison across the text.
---	---	--	--	--	---	---	--



Chase Side Primary School – Progression in Reading

Text Structure

Skills for Text structure	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	<p>Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	Becoming very familiar with key stories, fairy stories and traditional tales and considering their particular characteristics.	Being introduced to non-fiction books that are structured in different ways.	<p>Recognising some different forms of poetry.</p> <p>Retrieve and record information from non-fiction, identifying how structure and presentation contribute to meaning.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>	<p>Reading books that are structured in different ways and reading for a range of purposes.</p>	<p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Identifying and discussing conventions in and across a wide range of writing.</p> <p>Identifying how structure and presentation contribute to meaning.</p>	
Range of texts/genres	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves key stories, fairy stories and traditional tales.</p> <p>Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves a wider range of stories, fairy stories and traditional tales.</p> <p>Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves a wide range of books, including fairy stories, myths and legends.</p> <p>Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes 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.</p>		



Chase Side Primary School – Progression in Reading

Use and function of structural organisers		<p>Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line.</p> <p>Identify the title, blurb and author of a story or non-fiction book.</p> <p>Discuss the significance of the title.</p>	<p>Read non-fiction texts that are structured in different ways.</p> <p>Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary.</p>	<p>Read fiction and non-fiction texts that are structured in different ways.</p> <p>Name and describe the function of a range of common organisers in non-fiction texts (Y2: contents, headings, index, glossary + Y3: sub-headings, diagrams).</p> <p>Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts.</p>	<p>Read fiction and non-fiction texts that are structured in different ways.</p> <p>Name, use and describe the function of a wider range of common organisers in non-fiction texts (Y2/3: contents, headings, index, glossary, sub-headings, diagrams + Y4: captions and labels, bibliography).</p> <p>Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts.</p>	<p>Read fiction and non-fiction texts that are structured in different ways.</p> <p>Identify structural organisers and make comparisons within and across books.</p> <p>Explain why the author has chosen to structure/present the text in particular way or use a particular structural organizer.</p>	<p>Read fiction and non-fiction texts that are structured in different ways.</p> <p>Identify structural organisers and make comparisons within and across books.</p> <p>Discuss the effectiveness of different structures/presentations of fiction and non-fiction.</p>
--	--	--	--	---	---	---	---



Chase Side Primary School – Progression in Reading

Features of different text types	<p>Beginning to understand that a non-fiction is a non-story - it gives information instead. Fiction means story.</p> <p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>	<p>Recognise some typical characters and settings of fairy stories and traditional tales (book work).</p> <p>Understand the difference between fiction and non-fiction.</p> <p>Begin to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?"</p>	<p>Recognise and describe some typical features, similarities and differences between fiction and non-fiction texts.</p> <p>Describe the overall structure of a story, e.g. including how the beginning introduces story and the ending concludes the action.</p>	<p>Recognise and name some different forms of poetry.</p> <p>Compare and contrast features of stories read e.g. characters, settings, themes.</p>	<p>Recognise and describe the typical features of a wider range of forms of poetry.</p> <p>Recognise and describe some features of fiction genres.</p> <p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.</p>	<p>Identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres.</p>	<p>Identify, compare and contrast the features of a range of fiction genres.</p> <p>Explain major differences between text types.</p>
Audience and purpose				<p>Begin to read for a range of purposes e.g. research, pleasure, locate specific information.</p> <p>Recognise the intended audience and purpose of some non-fiction genres.</p>	<p>Read for a range of purposes e.g. research, pleasure, locate specific information.</p>	<p>Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview.</p>	<p>Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast.</p>



Chase Side Primary School – Progression in Reading

Supporting meaning				<p>Recognise that pictures/photographs can give as much information as the text.</p> <p>Describe how each successive parts of a text builds on the meaning of earlier sections.</p>	<p>Recognise and explain how presentational devices impact on reading and support meaning e.g. italics, bold, diagrams and bullet points.</p> <p>Explain how topic sentences (first sentence of section) help cue the reader into the content of paragraphs.</p>	<p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem.</p>	<p>Use text structure to help summarise the text (linked to AF2).</p> <p>Analyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
---------------------------	--	--	--	---	--	--	--



Chase Side Primary School – Progression in Reading

Vocabulary

Skills for Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	<p>Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately.</p> <p>They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Recognising and joining in with predictable phrases.</p> <p>Discussing word meanings, linking new meanings to those already known.</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Recognising simple recurring literary language in stories and poetry.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Explaining the meaning of words in context.</p> <p>Discussing words and phrases that capture the reader’s interest and imagination.</p> <p>Identifying how language contributes to meaning.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet.</p> <p>Identifying how language contributes to meaning.</p> <p>Asking questions to improve their understanding.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>		
Range of texts/genres	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves key stories, fairy stories and traditional tales.</p> <p>Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves a wider range of stories, fairy stories and traditional tales.</p> <p>Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves a wide range of books, including fairy stories, myths and legends.</p> <p>Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes 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.</p>		



Chase Side Primary School – Progression in Reading

Identify vocabulary	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	Recognise vocabulary associated with different genres provided by the teacher.	Recognise simple recurring literary language in stories and poems e.g. repetition	<p>Identify patterns in language e.g. repetition, rhyme, alliteration.</p> <p>Identify and generate words with similar meanings or linked to a specific focus.</p>	Identify and generate words with similar and opposite meanings.	Identify figurative language devices.	Identify words and phrases that create a particular mood, feeling or attitude including figurative language.
Explain the meaning of words	Uses talk to organize, sequence & clarify thinking, ideas, feelings and events.	Discuss word meanings, linking new meanings to those already known.	<p>Discuss and clarify the meanings of new words, linking new meanings to known vocabulary.</p> <p>Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.</p> <p>Explain the meaning of words in given contexts.</p> <p>Begin to discuss language to extend their interest in the meaning and origin of words.</p> <p>Begin to use dictionaries to check the meaning of words that they have read.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.</p> <p>Explain the meaning of words in given contexts.</p> <p>Discuss language to extend their interest in the meaning and origin of words.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context.</p> <p>Ask questions about vocabulary to improve their understanding.</p>	<p>Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context.</p> <p>Ask questions to help clarify their understanding of vocabulary.</p>



Chase Side Primary School – Progression in Reading

<p style="text-align: center;">Explain the intended impact of words and phrases on the reader</p>		<p>Recognise and join in with predictable phrases.</p>	<p>Discuss their favourite words and phrases from the text.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices.</p> <p>Explain why the author has used a particular word or phrase.</p>	<p>Discuss how language contributes to the overall meaning.</p> <p>Discuss how authors use figurative language and the impact of these on the reader.</p> <p>Compare the impact of different language devices within a text.</p>	<p>Explain how words and phrases create a particular mood, feeling or attitude.</p> <p>Consider the impact on the reader of a range of vocabulary and language devices.</p> <p>Compare the impact of language devices across texts.</p>
<p style="text-align: center;">Recognise and explain how language is linked to audience and purpose</p>	<p>Shows an awareness of audience in the way they speak (change intonation for younger children etc.)</p>	<p>Capture and apply new vocabulary in writing.</p>	<p>Collect and apply new vocabulary in writing.</p>	<p>Begin to recognise key vocabulary and language features from different genres and apply to writing.</p>	<p>Recognise key vocabulary and language features from different genres and apply to writing.</p>	<p>Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader.</p>	<p>Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader.</p> <p>Suggest how language would need to change for different audiences.</p>



Chase Side Primary School – Progression in Reading

Compare and Contrast (Explain VIPERS skill)

Skills for Compare and Contrast	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	<p>Children read & understand simple sentences.</p> <p>They use phonic knowledge to decode regular words & read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	<p>Being encouraged to link what they read or hear read to their own experiences</p>	<p>Discussing the sequence of events in books and how items of information are related</p> <p>Being introduced to non-fiction books that are structured in different ways</p>	<p>Identifying themes and conventions in a wide range of books</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>		<p>Making comparisons within and across books</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing (text types)</p> <p>Non statutory - Pupils should be shown how to compare characters, settings, themes and other aspects of what they read</p>	
Range of texts/genres	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves key stories, fairy stories and traditional tales.</p> <p>Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves a wider range of stories, fairy stories and traditional tales.</p> <p>Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read</p>	<p>Age appropriate texts:</p> <p>Reading for themselves a wide range of books, including fairy stories, myths and legends.</p> <p>Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>		<p>Age appropriate texts:</p> <p>Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes 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.</p>	



Chase Side Primary School – Progression in Reading

			independently.				
Identify, discuss and record similarities and differences	Looks closely at similarities, differences, patterns & change.	Understand the difference between fiction and non-fiction.	<p>Read non-fiction books which are structured in different ways.</p> <p>Identify and describe some differences between fiction and non-fiction books.</p> <p>Compare and contrast two or more versions of the same story e.g. two versions of the same story.</p>	<p>Compare and contrast features of stories read e.g. characters, settings, openings, endings.</p> <p>Compare and contrast two or more versions of the same story e.g. comparing a play.</p>	<p>Compare and contrast character development in a play to characterisation in stories or narrative poetry.</p> <p>Compare and contrast information from different sources about the same topic, identifying similarities in content and structure.</p> <p>Compare and contrast the themes, settings, and plots of stories.</p>	<p>Identify, compare and contrast the features of a range of different forms of:</p> <p>Poetry Non-fiction Fiction.</p> <p>Compare and contrast purpose and viewpoint and evaluate the usefulness of each source.</p> <p>Begin to compare and contrast authors' styles.</p>	<p>Identify, compare and contrast the features of a range of fiction genres (e.g. contemporary v traditional) including poetry.</p> <p>Compare information, ideas, values and attitudes represented within and across texts.</p> <p>Analyse how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Compare and contrast authors' style, purpose and viewpoint.</p>
Identify, compare and contrast vocabulary	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Begin to identify similar and repeated language which occurs in more than one story e.g. once upon a time.	Compare and contrast language within a type of story read e.g. traditional tales – one early morning/ once upon a time.	Compare and contrast language within a type of story read e.g. fairy tales and plays.	Compare and contrast language across different types of stories read e.g. fairy tales, myths and legends and science fiction.	Compare the language of poetry, prose and non-fiction for the same theme or information.	Compare and contrast different language within and across books.



Chase Side Primary School – Progression in Reading

Making links	They develop their own narratives and explanations by connecting ideas or events.	Link reading to personal experiences.	Discuss the sequence of events in stories. Discuss how items of information are related in a book. Make links between current and prior reading.	Identify and compare themes of fictional stories.	Identify and compare themes in a wider range of fiction and non-fiction.	Compare how a common theme is presented in a range of texts.	Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories. Explain the relationship between characters, plot, setting, point of view and theme.
---------------------	---	---------------------------------------	--	---	--	--	---



Chase Side Primary School – Progression in Reading

Reviewing and Performing

Skills for Reviewing and Performing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	<p>Children read & understand simple sentences.</p> <p>They use phonic knowledge to decode regular words & read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>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.</p> <p>Answering and asking questions.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>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.</p> <p>Asking questions to improve their understanding of a text.</p>	<p>Learning a wider range of poetry by heart.</p> <p>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.</p> <p>Asking questions to improve their understanding.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>		



Chase Side Primary School – Progression in Reading

			Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.		
National Curriculum Statements - spoken language (linked to reading)	<p>ELG:Children express themselves effectively, showing awareness of listeners’ needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>			
Range of texts/genres	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p>	<p>Age appropriate texts:</p> <p>Reading for themselves key stories, fairy stories and traditional tales.</p> <p>Listening to a wide range of poems, stories and non- fiction at a</p>	<p>Age appropriate texts:</p> <p>Reading for themselves a wider range of stories, fairy stories and traditional tales.</p> <p>Listening to a wide range of contemporary</p>	<p>Age appropriate texts:</p> <p>Reading for themselves a wide range of books, including fairy stories, myths and legends.</p> <p>Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different</p>	<p>Age appropriate texts:</p> <p>Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes a wide range of books, including myths, legends and</p>



Chase Side Primary School – Progression in Reading

		level beyond that at which they can read independently.	and classic poetry stories and non-fiction at a level beyond that at which they can read independently.	ways and reading for a range of purposes.	traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.		
Discussing and debating	<p>To look at someone who is speaking to them.</p> <p>To take turns to speak when working in a group.</p>	<p>Participate in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently).</p> <p>Take turns and listen to what others say.</p>	<p>Listen to, discuss and express 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.</p> <p>Participate in discussion about books, poems & other works that they can read for themselves.</p> <p>Take turns and listen to what others say.</p> <p>Explain their understanding of books poems and other materials that they have read and which have been read to them.</p>	<p>Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them.</p> <p>Take turns, listen to what others say.</p> <p>Discuss specific events, characters or sections of a text.</p> <p>Discuss words and phrases which captures the readers interest and imagination.</p>	<p>Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them.</p> <p>Take turns, listen to what others say and ask follow up questions to contributions made by others.</p> <p>Identify and discuss the purpose of a text and the intended impact on the reader.</p> <p>Identify and discuss the difference between fact and opinion.</p> <p>Discuss the impact words and phrases</p>	<p>Participate in discussions about books, building on their own and others' ideas.</p> <p>Ask questions to clarify others' opinions.</p> <p>Explain and discuss their understanding of what they have read.</p> <p>Provide reasoned justifications for their views.</p> <p>Identify and discuss themes and points of view within and across texts.</p>	<p>Participate in discussions about books, building on their own and others' ideas.</p> <p>Challenge views courteously.</p> <p>Explain and discuss their understanding of what they have read through formal debates.</p> <p>Provide reasoned justifications and a wider range of evidence to support their views.</p> <p>Comment on the overall impact of a text on the reader.</p>



Chase Side Primary School – Progression in Reading

					which capture the readers interest and imagination.		
Evaluating and Reviewing	To use 'because' to develop their ideas when explaining their likes and dislikes.	State whether they like a story or poem.	State whether they like a story and characters within the story. State which text they prefer and give a reason to support their opinion.	Write structured reviews of a text, stating which were their favourite parts and why.	Write structured reviews of a text, evaluating the overall text as well as reviewing specific elements.	Recommend to their peers orally and in writing books that they have read. Give reasons for recommendations. Write independent reviews of a text.	Recommend books that they have read to wider audiences e.g. on-line, local library. Write independent reviews and give reasons for specific recommendations.



Chase Side Primary School – Progression in Reading

Presenting and performing	Recognise and join in with predictable phrases.	Recognise and join in with predictable phrases.	Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear.	Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Learn a range of poetry by heart.	Learn a wider range of poetry by heart.
	Recite some poems and rhymes by heart.	Recite some poems and rhymes by heart.				Prepare 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.	Prepare 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.
	Retell key fairy stories and traditional tales verbally.	Retell key fairy stories and traditional tales verbally.	Retell a wider range of fairy stories and traditional tales verbally.			Explain their understanding by presenting some of their ideas to others.	Explain and discuss their understanding of what they have read through formal presentations.