



Subject Progression Grid for Reading Skills

Year Group	Becoming a reader in Reception Links to EYFS Development Matters 2020 Statements and ELGs
Reception	<u>Communication and Language</u> <u>Birth to three</u> Listen to simple stories and understand what is happening, with the help of the pictures. <u>Three and Four-Year-Olds</u> Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Know many rhymes, be able to talk about familiar books, and be able to tell a long story Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. <u>Children in Reception</u> Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn rhymes, poems and songs. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <u>Early Learning Goals</u> <u>Listening, Attention and Understanding</u> 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. Make comments about what they have heard and ask questions to clarify their understanding. <u>Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <u>Literacy</u> <u>Birth to three</u> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.

Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props

Three and Four Year olds

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.

Children in Reception

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Early Learning Goals

Comprehension

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

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, nonfiction, rhymes and poems and during role play

Word reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Vocabulary	Key Skills	Supporting question stems
Year 1	• discussing word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases •	• What does the word mean in this sentence? • Find and copy a word which means • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story?
Year 2	• discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases	• Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to

	recognise some recurring language in stories and poems	describe...? - Which other word on this page means the same as...? - Find an adjective in the text which describes... - Which word do you think is most important in this section? Why? - Which word best describes...?
Year 3	- use dictionaries to check the meaning of words that they have read - discuss words that capture the reader's interest or imagination - identify how language choices help build meaning - find the meaning of new words using substitution within a sentence.	- What does this word/phrase/sentence tell you about the character/setting/mood? - Can you find this word in the dictionary? - By writing in this way, what effect has the author created? - What other words/phrases could the author have used here? - How has the author made you feel by writing...? - Which word tells you that...? - Find and highlight the word that is closest in meaning to...?
Year 4	- using dictionaries to check the meaning of words that they have read - 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.	- Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? - What does this word/phrase/sentence tell you about the character/setting/mood? - By writing..., what effect has the author created? Do you think they intended to? - What other words/phrases could the author have used here? Why? - Which word is closest in meaning to...?
Year 5	- explore the meaning of words in context, confidently using a dictionary - 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 paragraph.	- Can you quickly find...in the dictionary and thesaurus? - What does this word/phrase/sentence tell you about the character/setting/mood? - By writing..., what effect has the author created? Do you think they intended to? - What other words/phrases could the author have used here? Why? - How has the author made you/this character feel by writing...? Why? - Find and highlight the word which is closest in meaning to ... - Find a word which demonstrates... - Can you rewrite this in the style of the author using your own words? - How have similes and metaphors been used here to enhance the text?
Year 6	- evaluate how the author's use of language impacts upon the reader - 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.	- What does this word/phrase/sentence tell you about the character/setting/mood? - By writing..., what effect has the author created? What was their intention? - Can you find examples of similes, metaphors, hyperbole or personification in the text?

		- Why has the text been organised in this way? Would you have done it differently? - What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
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Inference	Key Skills	Supporting question stems
Year 1	- 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 - discuss the significance of the title and events - demonstrate simple inference from the text based on what is said and done	- What do you think.....means? - Why do you think that? - How do you think ? - When do you think ? - Where do you think. ? - How does..... make you feel? - Why did.....happen?
Year 2	- 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	- What do you thinkmeans? - Why do you think that? - Why do you think.. ? - How do you think ... ? - When do you think... ? - Where do you think... ? - How has the author made us think that....?
Year 3	- children can infer characters' feelings, thoughts and motives from their stated actions. - justify inferences by referencing a specific point in the text. - ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. - make inferences about actions or events	- What do you think means? - Why do you think that? - Why do you think...? - How do you think ? - Can you explain why ? - What do these words mean and why do you think that the author chose them? - Find and copy a group of words which show...? - How does the description of ... show that they are...? - Who is telling the story? - Why has the character done this at this time?
Year 4	- ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) - 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	- What do you think means? - Why do you think that? Could it be anything else? - I think ; do you agree? Why / why not? - How do you think ? - Can you explain why ? - Can you explain why based on two different pieces of evidence?

		- What do these words mean and why do you think that the author chose them? - Find and copy a group of words which show that... - What impression of ...do you get from this paragraph?
Year 5	- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - 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.	- What do you think... means? Why do you think that? Could it be anything else? - I think; do you agree? Why/why not? - Why do you think the author decided to...? - Can you explain why...? Can you give me evidence from somewhere else in the text? - What do these words mean and why do you think that the author chose them? - How does the author make you feel? - What impression do you get from these paragraphs?
Year 6	- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - 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	- What do you think... means? Why do you think that? Could it be anything else? - I think...; do you agree? Why/why not? - Why do you think the author decided to...? - Can you explain why...? - What do these words mean and why do you think that the author chose them? - How do other people's descriptions of ...show that...? - Where else in the text can we find the answer to this question?

Prediction	Key Skills	Supporting question stems
Year 1	- predicting what might happen on the basis of what has been read so far in terms of story, character and plot - make simple predictions based on the story and on their own life experience. - begin to explain these ideas verbally or through pictures.	- Looking at the cover and the title, what do you think this book is about? - Where do you think..... will go next? - What do you think.....will say / do next? - What do you think this book will be about? Why? - How do you think that this will end? - Who do you think has done it? - What might.....say about that? - Can you draw what might happen next?
Year 2	- 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	- Where do you think..... will go next? - What do you thinkwill say/do next? - What do you think this book will be about? Why? - How do you think that this will end? What makes you say that? - Who do you think has done it?

		- What might.... say about that? - How does the choice of character affect what will happen next?
Year 3	- justify predictions using evidence from the text. - use relevant prior knowledge to make predictions and justify them. - use details from the text to form further predictions.	- Can you think of another story with a similar theme? - Which stories have openings like this? - Do you think that this story will develop the same way? - Why did the author choose this setting? Will that influence the story? - What happened before this and what do you think will happen after? - Do you think the setting will have an impact on plot moving forward?
Year 4	- justify predictions using evidence from the text. - 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	- Can you think of another text with a similar theme? How do their plots differ? - Which stories have openings like this? Do you think that this story will develop the same way? - Why did the author choose this setting? Will that influence the story? - What does this paragraph suggest what will happen next? - Do you think ... will happen? Explain your answers with evidence from the text.
Year 5	- predicting what might happen from details stated and implied - support predictions with relevant evidence from the text. - confirm and modify predictions as they read on.	- Can you think of another story with a similar theme? How do their plots differ? - Which stories have openings like this? Do you think that this story will develop the same way? - Why did the author choose this setting? Will that influence the story?
Year 6	- predicting what might happen from details stated and implied - support predictions by using relevant evidence from the text - confirm and modify predictions in light of new information.	- Can you think of another story with a similar theme? How do their plots differ? - Which stories have openings like this? Do you think that this story will develop the same way? - Why did the author choose this setting? Will that influence the story?

Explaining	Key Skills	Supporting question stems
Year 1	- link what they read or hear to their own experiences - explain clearly my understanding of what has been read to them - express views about events or characters	- Is there anything you would change about this story? - What do you like about this text? - Who is your favourite character? Why?

Year 2	• 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	• What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why?
Year 3	• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these	• What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?
Year 4	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these	• What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why?
Year 5	• provide increasingly reasoned justification for my views • 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.	• What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience?

Year 6	- predicting what might happen from details stated and implied - support predictions by using relevant evidence from the text - confirm and modify predictions in light of new information.	- Can you think of another story with a similar theme? How do their plots differ? - Which stories have openings like this? Do you think that this story will develop the same way? - Why did the author choose this setting? Will that influence the story?
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Retrieval	Key Skills	Supporting question stems
Year 1	- link what they read or hear to their own experiences - explain clearly my understanding of what has been read to them - express views about events or characters	- Is there anything you would change about this story? - What do you like about this text? - Who is your favourite character? Why?
Year 2	- 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	- Who is/are the main character(s)? - When/where is this story set? How do you know? - Which is your favourite/worst/funniest/ scariest part of the story? Why? - Tell me three facts you have learned from the text. - Find the part where... - What type of text is this? - What happened to ... in the end of the story?
Year 3	- use contents page and subheadings to locate information - learn the skill of 'skim and scan' to retrieve details. - begin to use quotations from the text. - retrieve and record information from a fiction text. - retrieve information from a non-fiction text	- Who are the characters in this text? - When / where is this story set? How do you know? - Which part of the story best describes the setting? - What do you think is happening here? - What might this mean? - How might I find the information quickly? - What can I use to help me navigate this book? - How would you describe the story? - Whose perspective is the story told from?
Year 4	- confidently skim and scan texts to record details, - using relevant quotes to support their answers to questions. - retrieve and record information from a fiction or non-fiction text.	- Find the... in this text. Is it anywhere else? - When/where is this story set? How do you know? - Find the part of the story that best describes the setting. - What do you think is happening here? Why? - What might this mean? - Whose perspective is the story told by and how do you know? - How can you use the subheading to help you here?
Year 5	- confidently skim and scan, and also use the skill of reading before and after to retrieve information. - 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.	- Find the... in this text. Is it anywhere else? - When/where is this story set? Find evidence in the text. - Find the part of the story that best describes the setting. - What do you think is happening here? Why? - Who is telling this story?

	- retrieve, record and present information from non-fiction texts. - ask my own questions and follow a line of enquiry.	Can you skim/scan quickly to find the answer?
Year 6	- 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.	- Find the... in this text. Is it anywhere else? - Can you skim the next... and find me the answer to...? - When/where is this story set? Find evidence in the text. - Find the part of the story that best describes the setting. - What do you think is happening here? Why? - Who is telling this story? - What genre is...? - Can you look at these other texts and find me what is similar and what is different?

Summarise	Key Skills	Supporting question stems
Year 1	- retell familiar stories orally e.g fairy stories and traditional tales - sequence the events of a story they are familiar with - begin to discuss how events are linked	- What happens in the beginning of the story? - Can you number these events in the story? - How/where does the story start? - What happened at the end of the....? - Can you retell the story to me in 20 words or less? - What happened before that? - Can you sequence the key moments in this story?
Year 2	- 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.	- What happens in the story's opening? - How/where does the story start? - What happened at the end of the...? - What is the dilemma in this story? - How is it resolved? - Can you retell the story to me in 20 words or less? - Can you summarise in 3 sentences the beginning, middle and end of this story?
Year 3	- identifying main ideas drawn from a key paragraph or page and summarising these - begin to distinguish between the important and less important information in a text. - give a brief verbal summary of a story. - teachers begin to model how to record summary writing. - identify themes from a wide range of books - make simple notes from one source of writing	- What is the main point in this paragraph? - Sum up what has happened so far in X words or less. - Which is the most important point in these paragraphs? - Do any sections/paragraphs deal with the same themes? - Have you noticed any similarities between this text and any others you have read? - What do I need to jot down to remember what I have read?
Year 4	- use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. - identifying main ideas drawn from more than one paragraph. - identify themes from a wide range of books	- What is the main point in this paragraph? Is it mentioned anywhere else? - Sum up what has happened so far in X words/seconds or less. - Which is the most important point in these paragraphs? Why?

	• summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc	• Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?
Year 5	• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this in an answer. • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing	• What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme?
Year 6	• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • 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.	• What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?