

Reading Progression – Phonics and Decoding
(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p align="center">Skills for Phonics and Decoding</p> <p>Three and Four-Year-Olds</p> <p>Reception</p> <p>Early Learning Goals</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing ing com mon suffixes .*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</p>

<p>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.</p>						
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Reading Progression – Common Exception Words
(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Three and Four-Year-Olds</p> <p>Reception</p> <p>Early Learning Goals</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all of the Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>

Reading Progression – Fluency
(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Vocabulary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Reception</p> <p>Early</p>						<p><i>visit twinkl.com</i></p>

Learning Goals						
<p>Understand the five key concepts about print: print has meaning</p> <ul style="list-style-type: none"> the names of different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			

common exception words.			
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Reading Progression - Vocabulary

(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Vocabulary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Recognising simple recurring literary language in stories and poetry	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Using dictionaries to check the meaning of words that they have read Explaining the meaning of words in context Discussing words and phrases that capture the reader's interest and imagination Identifying how language contributes to meaning Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context		Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet Identifying how language contributes to meaning Asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
Range of texts/genres	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales 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</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to 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</i>		<i>Age appropriate texts: Reading for themselves 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 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</i>	
Identify vocabulary	<ul style="list-style-type: none"> Recognise vocabulary associated with different genres provided by the teacher 	<ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poems e.g. repetition 	<ul style="list-style-type: none"> Identify patterns in language e.g. repetition, rhyme, alliteration Identify and generate words with similar meanings or linked to a specific focus 	<ul style="list-style-type: none"> Identify and generate words with similar and opposite meanings 	<ul style="list-style-type: none"> Identify figurative language devices 	<ul style="list-style-type: none"> Identify words and phrases that create a particular mood, feeling or attitude including figurative language

<p>Explain the meanings of words</p>	<ul style="list-style-type: none"> • Discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • Discuss and clarify the meanings of new words, linking new meanings to known vocabulary • Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet • Explain the meaning of words in given contexts • Begin to discuss language to extend their interest in the meaning 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet • Explain the meaning of words in given contexts • Discuss language to extend their interest in the meaning and origin 	<ul style="list-style-type: none"> • Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context • Ask questions about vocabulary to improve their understanding 	<ul style="list-style-type: none"> • Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context • Ask questions to help clarify their understanding of
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		them into context	and origin of words <ul style="list-style-type: none"> • Begin to use dictionaries to check the meaning of words that they have read 	of words <ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that they have read 		vocabulary
Explain the intended impact of words and phrases on the reader	<ul style="list-style-type: none"> • Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> • Discuss their favourite words and phrases from the text 	<ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices • Explain why the author has used a particular word or phrase 	<ul style="list-style-type: none"> • Discuss how language contributes to the overall meaning • Discuss how authors use figurative language and the impact of these on the reader • Compare the impact of different language devices within a text 	<ul style="list-style-type: none"> • Explain how words and phrases create a particular mood, feeling or attitude • Consider the impact on the reader of a range of vocabulary and language devices • Compare the impact of language devices across texts
Recognise and explain how language is linked to audience and purpose	<ul style="list-style-type: none"> • Capture and apply new vocabulary in writing 	<ul style="list-style-type: none"> • Collect and apply new vocabulary in writing 	<ul style="list-style-type: none"> • Begin to recognise key vocabulary and language features from different genres and apply to writing. 	<ul style="list-style-type: none"> • Recognise key vocabulary and language features from different genres and apply to writing. 	<ul style="list-style-type: none"> • Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader. 	<ul style="list-style-type: none"> • Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader. • Suggest how language would need to change for different audiences

Reading Progression – Inference and Prediction
(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	Explain clearly their understanding of what is read to them Predicting what might happen on the basis of what has been read so far Discussing the significance of the title and events, making inferences on the basis of what is being said and done	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	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Asking questions to improve their understanding of a text		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 Distinguish between statements of fact and opinion Provide reasoned justifications for their views	
Range of texts/genres	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales 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</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to 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</i>		<i>Age appropriate texts: Reading for themselves 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 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</i>	
Predicting	<ul style="list-style-type: none"> Predict whether a book will be story or non-fiction based upon the cover and title Predict what might happen based on what has been read so far 	<ul style="list-style-type: none"> Make predictions prior to reading based upon the title, cover and skim reading of illustrations Make predictions based upon events in the text so far Make predictions using experience of reading books based on other familiar texts 	<ul style="list-style-type: none"> Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings Make predictions based upon events and actions of characters so far in a story Make predictions drawing upon knowledge from other texts Make predictions based upon background knowledge of the topic 	<ul style="list-style-type: none"> 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 Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text Make predictions drawing upon knowledge from other texts 	<ul style="list-style-type: none"> Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion Categorise predictions as likely/unlikely based upon what has been read so far 	<ul style="list-style-type: none"> Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author Make predictions using evidence stated and implied
Cause and effect		<ul style="list-style-type: none"> Begin to describe (in book talk) cause and 	<ul style="list-style-type: none"> Identify the cause of an event 	<ul style="list-style-type: none"> Identify the multiple causes of an event 	<ul style="list-style-type: none"> Infer and comment on the possible causes of 	<ul style="list-style-type: none"> Infer, comment on and make links between the

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		effect e.g. the effect a character's actions have on other characters.	<ul style="list-style-type: none"> Infer an effect of a specific event or action 	<ul style="list-style-type: none"> Infer and comment on a range of possible effects of a specific event or action 	<p>events and actions</p> <ul style="list-style-type: none"> Identify which causes are most/least likely based upon evidence in the text and beyond 	<p>cause and effects of events and actions</p> <ul style="list-style-type: none"> Evaluate the impact of different causes and effects on people and places
Identifying evidence to support and justify opinion	<ul style="list-style-type: none"> Make links to personal experiences Make inferences about character types based on actions E.g. infer stock character types (good/bad/evil/hero etc.) based upon their actions Explain clearly what is read to them 	<ul style="list-style-type: none"> Draw upon personal experiences when commenting on a text Draw upon knowledge of the topic outside of the book including other similar books Make simple inferences about character feelings based upon their actions and speech 	<ul style="list-style-type: none"> Justify inferences with evidence Infer characters' feelings, thoughts and motives 	<ul style="list-style-type: none"> Justify inferences with evidence from within the text and experiences and/or reading beyond the text Infer characters' feelings, thoughts and motives from their actions at different points in a story 	<ul style="list-style-type: none"> Justify inferences backed by one type of textual evidence from across the text Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text Identify statements of fact and opinion. 	<ul style="list-style-type: none"> Justify inferences backed by a range of types of evidence from across the text Infer and compare different characters' thoughts, feelings and motives at the same points in a story Distinguish between statements of fact and opinion using evidence to justify.
Drama/ writing in role	<ul style="list-style-type: none"> Explore characters through roleplay and drama 	<ul style="list-style-type: none"> Take on the role of a character e.g. speech bubbles, notes from one character to another or other drama techniques 	<ul style="list-style-type: none"> Explore characters' actions and feelings through role play such as hot seating Create short improvisations in role 	<ul style="list-style-type: none"> Explore characters' actions, feelings and <u>motives</u> through role play such as hot seating Demonstrate appropriate empathy through expression 	<ul style="list-style-type: none"> Explore contrasting characters' feelings, <u>thoughts</u>, actions and motives through role play such as hot seating Create improvisations in role e.g. creating a new or alternative scenes 	<ul style="list-style-type: none"> Create improvisations in role e.g. for a different point in time to that in the text Present ideas in role as an expert authority e.g. debate
Asking and answering inference questions		<ul style="list-style-type: none"> Ask and answer simple relevant inference/ detective questions about a story or simple non-fiction text (no evidence needed) 	<ul style="list-style-type: none"> Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings and actions 	<ul style="list-style-type: none"> Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings, actions and motives 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Ask find it inference/ detective questions which explore the detail of a text or which require comparison across the text

Reading Progression – Explanation of Authors Choice
 (Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Explanation of Authors Intent/choice	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Discuss words and phrases that capture the reader’s interest and imagination</p> <p>*Identify how language, structure, and presentation contribute to meaning.</p>	<p>Discuss words and phrases that capture the reader’s interest and imagination</p> <p>*Identify how language, structure, and presentation contribute to meaning.</p>	<p>Identify how language, structure and presentation contribute to meaning</p> <p>*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Identify how language, structure and presentation contribute to meaning</p> <p>*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>

Reading Progression - Retrieval
 (Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Retrieval	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

National curriculum statements	Becoming very familiar with key stories and retelling them explain clearly their understanding of what is read to them	Becoming increasingly familiar with and retelling a wider range stories answering and asking questions Discussing the sequence of events in books and how items of information are related	Increasing their familiarity with a wide range of books and retelling some of these orally Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these Retrieve and record information from non-fiction	Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Retrieve, record and present information from non-fiction	
Range of texts/genres	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales 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</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to 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</i>	<i>Age appropriate texts: Reading for themselves 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 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</i>	
Retelling	<ul style="list-style-type: none"> Retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures 	<ul style="list-style-type: none"> Orally retelling a wider range of stories using actions and visual cues from the story 	<ul style="list-style-type: none"> Retell a wide range of stories orally using actions and visual cues 	<ul style="list-style-type: none"> Retell a wide range texts orally which is balanced and clear 	See summarising and sequencing boxes
Answering find it questions	<ul style="list-style-type: none"> Answer simple questions about characters, setting and key events in a story 	<ul style="list-style-type: none"> Answer questions about characters, setting/s and key events Answer find it questions about key information in a non-fiction text 	<ul style="list-style-type: none"> Find and select the word/s in a section of a text to answer find it questions 	<ul style="list-style-type: none"> Find and select words and phrases to answer find it questions from different sections of unknown texts 	<ul style="list-style-type: none"> Find and select words and phrases from across a whole text to answer find it questions
Summarising and Sequencing					
Sequencing	<ul style="list-style-type: none"> Sequence pictures for the beginning, middle and end of a story read 	<ul style="list-style-type: none"> Sequence events from a story, explaining reasons for choices 	<ul style="list-style-type: none"> Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices 	<ul style="list-style-type: none"> Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices 	<ul style="list-style-type: none"> 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
Summarising and note making	<ul style="list-style-type: none"> Identify and discuss the setting and names of the characters in a story 	<ul style="list-style-type: none"> Explain and discuss the key information from what is seen or read 	<ul style="list-style-type: none"> Summarise orally and in writing the main points from a paragraph using 	<ul style="list-style-type: none"> Summarise orally and in writing the main points from several paragraphs 	<ul style="list-style-type: none"> Identify the main ideas from several paragraphs and provide key Identify the main idea from across several paragraphs or sections

Skills for Retrieval	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		(link to sequencing).	a wider range of prompts	or sections of a text	additional information from a section of the text to support this	of the text and provide key additional information from the text to support this <ul style="list-style-type: none"> Summarise the themes or viewpoints for different texts
Recasting			<ul style="list-style-type: none"> Produce an annotated story/visual map to represent a text that has been read 	<ul style="list-style-type: none"> Produce an annotated drawing/diagram to represent/summarise a section of a text (non-fiction) Complete diagrams, tables and charts to summarise information 	<ul style="list-style-type: none"> Summarise in different ways including key information e.g. written summary, key words, pictures/ diagrams, charts and making notes for presentations 	<ul style="list-style-type: none"> Summarise in different ways for different audiences and purposes
Skimming and scanning		<ul style="list-style-type: none"> Scan text to find given words and phrases 	<ul style="list-style-type: none"> Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents) to retrieve information 	<ul style="list-style-type: none"> Scan different sections of unknown texts (fiction and non-fiction) to find missing information 	<ul style="list-style-type: none"> Scan different texts to find evidence to support answers to questions Speed read or skim the text to gain the gist or main idea 	<ul style="list-style-type: none"> Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography
Asking find it questions		<ul style="list-style-type: none"> Ask relevant questions about a story or on-fiction text 	<ul style="list-style-type: none"> Generate find it questions for a section of fiction and non-fiction texts (which are relevant) 	<ul style="list-style-type: none"> Generate relevant find it questions from different sections of fiction and non-fiction texts 	<ul style="list-style-type: none"> Ask relevant find it questions which explore the detail of a text or which require comparison across fiction and non-fiction 	<ul style="list-style-type: none"> 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					<ul style="list-style-type: none"> Retrieve and record information, producing a set of notes to support a presentation 	<ul style="list-style-type: none"> Make notes for presentations to different audiences
Determining validity and importance					<ul style="list-style-type: none"> Prior to reading, select from a range of texts/ sources of information with a key question or heading in mind. 	<ul style="list-style-type: none"> Appraise a text quickly, deciding on its value, quality or usefulness

Reading Progression - Text Structure
(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Text structure	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	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	Recognising some different forms of poetry Retrieve and record information from non-fiction Identifying how structure, and presentation contribute to meaning Reading books that are structured in different ways and reading for a range of purposes		Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing conventions in and across a wide range of writing Identifying how structure and presentation contribute to meaning	
Range of texts/genres	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales 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</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to 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</i>		<i>Age appropriate texts: Reading for themselves 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 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</i>	

<p>Use and function of structural organisers</p>	<ul style="list-style-type: none"> Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line Identify the title, blurb and author of a story or non-fiction book Discuss the significance of the title 	<ul style="list-style-type: none"> Read non-fiction texts that are structured in different ways Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary 	<ul style="list-style-type: none"> Read fiction and non-fiction texts that are structured in different ways Name and describe the function of a range of common organisers in non-fiction texts (Y2: contents, headings, index, glossary + Y3: sub-headings, diagrams) Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts 	<ul style="list-style-type: none"> Read fiction and non-fiction texts that are structured in different ways 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) Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts Identifying how structure and presentation contribute to meaning (e.g. more independently and on Y4 texts) 	<ul style="list-style-type: none"> Read fiction and non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure/present the text in particular way or use a particular structural organiser 	<ul style="list-style-type: none"> Read fiction and non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Discuss the effectiveness of different structures/presentations of fiction and non-fiction
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Skills for Text structure	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Features of different text types	<ul style="list-style-type: none"> Recognise some typical characters and settings of fairy stories and traditional tales (book work) Understand the difference between fiction and non-fiction Begin to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?" 	<ul style="list-style-type: none"> Recognise and describe some typical features, similarities and differences between fiction and non-fiction texts Describe the overall structure of a story, e.g. including how the beginning introduces story and the ending concludes the action 	<ul style="list-style-type: none"> Recognise and name some different forms of poetry Compare and contrast features of stories read e.g. characters, settings, themes 	<ul style="list-style-type: none"> Recognise and describe the typical features of a wider range of forms of poetry Recognise and describe some features of fiction genres Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza 	<ul style="list-style-type: none"> Identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres 	<ul style="list-style-type: none"> Identify, compare and contrast the features of a range of fiction genres Explain major differences between text types
Audience and purpose			<ul style="list-style-type: none"> Begin to read for a range of purposes e.g. research, pleasure, locate specific information Recognise the intended audience and purpose of some non-fiction genres 	<ul style="list-style-type: none"> Read for a range of purposes e.g. research, pleasure, locate specific information 	<ul style="list-style-type: none"> Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview 	<ul style="list-style-type: none"> Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast
Supporting meaning			<ul style="list-style-type: none"> Recognise that pictures/photographs can give as much information as the text Describe how each successive parts of a text builds on the meaning of earlier sections 	<ul style="list-style-type: none"> Recognise and explain how presentational devices impact on reading and support meaning e.g. italics, bold, diagrams, bullet points Explain how topic sentences (first sentence of section) help cue the reader into the content of paragraphs 	<ul style="list-style-type: none"> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem 	<ul style="list-style-type: none"> Use text structure to help summarise the text (linked to AF2) 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

Reading Progression - Compare and Contrast
(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Compare and Contrast	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	Being encouraged to link what they read or hear read to their own experiences	Discussing the sequence of events in books and how items of information are related Being introduced to non-fiction books that are structured in different ways	Identifying themes and conventions in a wide range of books Reading books that are structured in different ways and reading for a range of purposes		Making comparisons within and across books Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing themes and conventions in and across a wide range of writing (text types) Non statutory - Pupils should be shown how to compare characters, settings, themes and other aspects of what they read	
Range of texts/genres	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales 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</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to 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</i>		<i>Age appropriate texts: Reading for themselves 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 a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition.</i>	
Identify, discuss and record similarities and differences	<ul style="list-style-type: none"> Understand the difference between fiction and non-fiction 	<ul style="list-style-type: none"> Read non-fiction books which are structured in different ways Identify and describe some differences between fiction and non-fiction books Compare and contrast two or more versions of the same story e.g. two versions of the same story 	<ul style="list-style-type: none"> Compare and contrast features of stories read e.g. characters, settings, openings, endings Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative 	<ul style="list-style-type: none"> Compare and contrast character development in a play to characterisation in stories or narrative poetry Compare and contrast information from different sources about the same topic, identifying similarities in content and structure Compare and contrast the themes, settings, and plots of stories 	<ul style="list-style-type: none"> Identify, compare and contrast the features of a range of different forms of <ul style="list-style-type: none"> Poetry Non-fiction Fiction Compare and contrast purpose and viewpoint and evaluate the usefulness of each source Begin to compare and contrast authors' styles 	<ul style="list-style-type: none"> Identify, compare and contrast the features of a range of fiction genres (e.g. contemporary v traditional) including poetry Compare information, ideas, values and attitudes represented within and across texts Analyse how an author develops and contrasts the points of view of different characters or narrators in a text Compare and contrast authors' style, purpose and viewpoint.
Identify, compare and contrast	<ul style="list-style-type: none"> Begin to identify similar and repeated language which occurs in more than one story e.g once 	<ul style="list-style-type: none"> Compare and contrast language within a type of story read e.g. traditional tales – one 	<ul style="list-style-type: none"> Compare and contrast language within a type of story read e.g. fairy tales and plays 	<ul style="list-style-type: none"> Compare and contrast language across different types of stories read e.g. fairy tales, myths and 	<ul style="list-style-type: none"> Compare the language of poetry, prose and non-fiction for the same theme or information 	<ul style="list-style-type: none"> Compare and contrast different language within <small>visit twinkl.com</small> and across books

Skills for Compare and Contrast	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
vocabulary	upon a time	early morning/ once upon a time		legends and science fiction		
Making links	<ul style="list-style-type: none"> Link reading to personal experiences 	<ul style="list-style-type: none"> Discuss the sequence of events in stories Discuss how items of information are related in a book Make links between current and prior reading 	<ul style="list-style-type: none"> Identify and compare themes of fictional stories 	<ul style="list-style-type: none"> Identify and compare themes in a wider range of fiction and non-fiction 	<ul style="list-style-type: none"> Compare how a common theme is presented in a range of texts 	<ul style="list-style-type: none"> 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

Reading Progression - Reviewing and Performing
(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Reviewing and Performing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	Participate in discussion about what is read to them, taking turns and listening to what others say Learning to appreciate rhymes and poems, and to recite some by heart Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	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 Answering and asking questions Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 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	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 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 Asking questions to improve their understanding of a text		Learning a wider range of poetry by heart 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 Asking questions to improve their understanding Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates,	

Skills for Reviewing and Performing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		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				
National Curriculum Statements - spoken language (linked to reading)	Ask relevant questions to extend their understanding and knowledge Articulate and justify answers, arguments and opinions Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play/improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others					
Range of texts/genres	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales 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</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to 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</i>		<i>Age appropriate texts: Reading for themselves 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 a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition.</i>	
Discussing and debating	<ul style="list-style-type: none"> Participate in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently), Take turns and listen to what others say 	<ul style="list-style-type: none"> 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 Participate in discussion about books, poems & other works that they can read for themselves, Take turns and listen to what others say Explain their understanding of books poems and other materials that they have read and which have been read to them 	<ul style="list-style-type: none"> 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 Take turns, listen to what others say Discuss specific events, characters or sections of a text Discuss words and phrases which captures the readers interest and imagination 	<ul style="list-style-type: none"> 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 Take turns, listen to what others say and ask follow up questions to contributions made by others Identify and discuss the purpose of a text and the intended impact on the reader Identify and discuss the difference between fact and opinion Discuss the impact 	<ul style="list-style-type: none"> Participate in discussions about books, building on their own and others' ideas Ask questions to clarify others' opinions Explain and discuss their understanding of what they have read Provide reasoned justifications for their views Identify and discuss themes and points of view within and across texts 	<ul style="list-style-type: none"> Participate in discussions about books, building on their own and others' ideas Challenge views courteously Explain and discuss their understanding of what they have read through formal debates Provide reasoned justifications and a wider range of evidence to support their views Comment on the overall impact of a text on the reader

Skills for Reviewing and Performing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				words and phrases which capture the readers interest and imagination		
Evaluating and Reviewing	<ul style="list-style-type: none"> State whether they like a story or poem 	<ul style="list-style-type: none"> State whether they like a story and characters within the story State which text they prefer and give a reason to support their opinion 	<ul style="list-style-type: none"> Write structured reviews of a text, stating which were their favourite parts and why 	<ul style="list-style-type: none"> Write structured reviews of a text, evaluating the overall text as well as reviewing specific elements 	<ul style="list-style-type: none"> Recommend to their peers orally and in writing books that they have read Give reasons for recommendations Write independent reviews of a text 	<ul style="list-style-type: none"> Recommend books that they have read to wider audiences e.g. on-line, local library Write independent reviews and give reasons for specific recommendations
Presenting and performing	<ul style="list-style-type: none"> Recognise and join in with predictable phrases Recite some poems and rhymes by heart Retell key fairy stories and traditional tales verbally. 	<ul style="list-style-type: none"> Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear Retell a wider range of fairy stories and traditional tales verbally 	<ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action 	<ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Learn a range of poetry 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 Explain their understanding by presenting some of their ideas to others 	<ul style="list-style-type: none"> Learn a wider range of poetry 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 Explain and discuss their understanding of what they have read through formal presentations