St Gabriel's Catholic Primary School Progression in Reading

Early Years to KS1 Progression in Word Reading
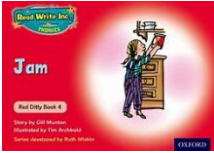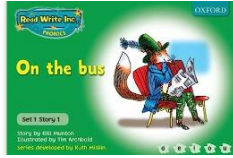
Year group	Phonics and decoding	CEW/HFW	Fluency
Pre-School	• To identify environmental sounds • To identify familiar animals and imitate the sounds • To notice and repeat sounds • To join in with songs and rhymes, tuning in and paying attention. • To identify instruments being played. • To play and instrument louder and quieter • To stop and start playing an instrument on a signal. • To identify and copy body sounds • To join with action songs • To know some songs and rhymes and say them independently • To spot rhymes and rhyming words • To count or clap syllables in a word • To recognise the initial sounds in words (5 terms) • To orally segment and blend words (5 terms) • To begin to segment and blend the sounds in simple words (5 terms) • To begin to read individual letters by saying the sounds for them (first 10)		
Reception	• To orally blend sounds in to words • To read individual letters by saying the sounds for them (Set 1 Sounds) • To read letter groups that represent one sound and say the sounds for them (digraphs) • To read CVC words • To read CVC words containing digraphs • To read words with four sounds • To read simple words and phrases • **To say a sound for each letter in the alphabet and at least 10 digraphs.** • **To read words consistent with their phonics knowledge by sound blending** • **To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**	• To read Y1 common exception words, linked to the schools phonic programme- I, the, my, said, of.	• To accurately read texts that are consistent with their developing phonic knowledge. • To re-read texts to build up fluency and confidence in word reading, fluency and enjoyment.

Early Years to KS1 Progression in Word Reading

Year group	Phonics and decoding	CEW/HFW	Fluency
1	• To apply phonic knowledge to decode words • To speedily read all 40+ letters/groups for 40+ phonemes • To read accurately by blending taught GPC • To read common suffixes (-s, -es, -ing, -ed, etc.) • To read multisyllabic words containing taught GPCs • To read contractions and understanding use of apostrophe • To read aloud phonically de-codable text	• To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	• 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. • To reread texts to build up fluency and confidence in word reading.
2	• To secure phonic decoding until reading is fluent. • To read accurately by blending, including alternative sounds for graphemes. • To read multisyllabic words containing these graphemes • To read common suffixes. • To read exception words, noting unusual correspondences. • To read most words quickly & accurately without overt sounding and blending.	• To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	• To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.

Reading scheme progression

Reception Reading Book Progression

Year Group	Reception				
Progression through RWi Phonics bands	**Wordless books**	**Sound blending books**	**Ditty sheets**	**RWi Red books**	**RWi Green books**

KS1 Reading Book Progression

Year Group	Year 1						Year 2				
Progression through RWI bands. Once children have achieved Grey level they leave the programme and enter the age related book band colours.	Baseline- Green / End of autumn 1 Purple level RWI	End of autumn 2- Pink level RWI	End of spring 1- Orange level RWI	End of spring 2- Yellow level RWI	End of summer 1- Yellow level RWI	End of summer 2- Blue level RWI	Blue level	Grey	Gold	White	Lime

KS2 Book Band Progression

Book colour		Tree Tops	Collins Big Cat	Intended Year Group	Reading Age
White	Lime			Transition from RWI	6-7
Brown		Band 8-11	12 Copper 13 Topaz	Year 3	7-8
Grey		Band 12-14	14 Ruby 15 Emerald	Year 3-4	
Dark Blue		Band 15-16	16 Sapphire	Year 4-5	8-9
Dark Red		Band 17-18	17 Diamond	Year 5-6	9-10
Dark Red		Band 19-20	18 Pearl	Year 6	10-11
Top of the tree					11.3 +

KS2 Reading Book Expectations

Year Group	Year 3				Year 4				Year 5					Year 6			
Suggested Book Band Progression (some children may exceed further at each year group stage).	Autumn Lime+	Spring Brown	Summer Brown	Exceed Grey	Autumn Brown	Spring Grey	Summer Grey	Exceed Dark Blue	Autumn Dark Blue	Spring Dark Blue	Summer Dark Red	Exceed Top of the Tree	Autumn Dark Blue	Spring Dark Red	Summer Dark Red	Exceed Top of the Tree

	Clarify Vocabulary: Progression in meaning of words		
Year group	**National curriculum**	**Skill progression**	**Questions**
EYFS *(Pre-School in italics)*		• *To engage in extended conversations about stories, learning new vocabulary* • *To widen vocabulary by answering blank level 1 questions (naming objects)* • To use vocabulary and forms of speech that are increasingly influenced by experiences with books in their play. • **To demonstrate an understanding of what had been read to them by retelling stories and using recently introduced vocabulary**	Point to the…… What is this? Find another word like this?
1	Discuss word meanings, linking new meanings to those already known	• Draw on vocabulary provided by the teacher to understand books • Discuss word meanings, linking new meanings to those already known • Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases • Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum • With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house	Which word tells you that the character is happy/sad/worried etc? Point to the word that shows… Find a word that tells us about the…(setting e.g. house, woods, bridge etc) Can you think of another word for…? (Give examples of synonyms) Can you find the rhyming word? What other words rhyme with this? Predict the pattern. Which words tell us this is a story? Which words have you seen in stories before? Can you find any patterns in the words? Are any repeated? Write down one word… Tick one box… Match a line to…

Clarify Vocabulary: Progression in meaning of words			
Year group	National curriculum	Skill progression	Questions
2	Discuss and clarify the meanings of words, linking new meanings to known vocabulary	• Discuss and clarify the meanings of words linking new meanings to known vocabulary • Draw on vocabulary provided by the teacher to understand books • Identify and discuss favourite words and phrases • Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly	Find and copy two words which tell you how the character….? Find and copy one word that shows the character is upset/angry/happy etc (Statement)… This means that the ….. Tick one box. What makes character feel….? Tick one event. It was difficult to…..Find and copy one word that tells you this. Circle two words in the text that tell you… Select a word that shows… Which word/ phrase… What do the words (quote from text) mean? What does (quote from text) tell you about the character / setting? What does the word…. tell you about…? What are the repeated phrases in this story/ text? Why is it repeated? Can you think of another word for _____? Which word on this page means the same as….? What does… mean in this sentence? Which keyword(s) tell you about the character and/or setting?
3	Explore the meaning of words in context	• Discuss understanding and identify the meaning of words in context • Use dictionaries to check the meanings of words they have read • Discuss words and phrases that capture the reader's interest and imagination	Find and copy one word which shows that… What does… mean in this sentence? What do the words … mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means… What does the word ____ tell you about…? Choose the best words to match the description (multiple choice x 4) Find and copy one word that shows the character is upset/angry/happy etc Circle two words in the text that tell you… Select a word that shows… Which keyword(s) tell you about the character and/or setting? Use the dictionary to find the meaning of the word… Use the dictionary to find other words that mean the same as ….

Clarify Vocabulary: Progression in meaning of words			
Year group	National curriculum	Skill progression	Questions
4	Explore the meaning of words in context	• Discuss understanding and identify the meaning of words in context • Use dictionaries to check the meanings of words they have read • Discuss words and phrases that capture the reader's interest and imagination	Find and copy one word which shows that… What does… mean in this sentence? Find and copy a group of words that means the same as … What do the words … mean? Which word is closest in meaning to ___? (Give options) Find and copy one word which means… Why is the word ___ in inverted commas? What does the word ___ ___tell you about…? Choose the best words to match the description (multiple choice x 4) Use the dictionary to find the meaning of the word… Use the dictionary to find other words that mean the same as ….
5	Explore the meaning of words in context	• Discuss understanding and identify the meaning of words in context	Find and copy one word which shows that… Find two words or phrases that make the passage seem… What does… mean in this sentence? Find and copy a group of words that means the same as … What do the words … mean? Which word is closest in meaning to ___? (Give options) Find and copy one word which means… Why is the word ___ in inverted commas? What does the word ___tell you about…? Choose the best words to match the description (multiple choice x 4) The writer has used the simile / metaphor… What does this mean? How can we describe… using similes/ metaphors? Which keyword(s) tell you about the character/ setting/ mood? Find similar words that (different) authors use to convey information (non-fiction texts). What other words or phrases could the author have used?

		Clarify Vocabulary: Progression in meaning of words	
Year group	**National curriculum**	**Skill progression**	**Questions**
6	Explore the meaning of words in context	• Discuss understanding and identify the meaning of words in context	Find and copy one word which shows that… Find two words or phrases that make the passage seem… What does… mean in this sentence? Find and copy a group of words that means the same as … What do the words … mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means… Why is the word ____in inverted commas? What does the word ____tell you about…? Choose the best words to match the description (multiple choice x 4) The writer has used the simile / metaphor… What does this mean? How can we describe… using similes/ metaphors? Which keyword(s) tell you about the character/ setting/ mood? Find similar words that (different) authors use to convey information (non-fiction texts). What other words or phrases could the author have used?

Progression in Retrieval			
Year group	**National curriculum**	**Skill progression**	**Questions**
EYFS		• To talk about main events, story settings and characters in a familiar book by answering Blank level 2 questions e.g. who, what, where and when.	Describe what is happening in a picture Who is at the door? Where is Goldilocks? What is the bear doing? What can you see on the front cover? When did…?
1	Explain clearly their understanding of what is read to them Recognise and join in with predictable phrases	• Draw on what they already know or on background information from the teacher to understand books • Identify the main character in a story or the subject of a non-fiction text • Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales • Identify main events or key points in texts • Answer literal retrieval questions about the text	What kind of text is this? Who is/are…? Who is the main character? What is…? What is this information book about? What happened to… at the end? What happened when…? Where did…go? Name two places. Which two…? How many…? How did…? Write one… List… Match… Can you tell us about your favourite book / part of the book? Explain why you like it. Are these statements true or false?

Progression in Retrieval			
Year group	**National curriculum**	**Skill progression**	**Questions**
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

Discuss how items of information are related

Answer and ask questions | • Draw on what they already know or on background information from the teacher to understand books
• Ask questions and find the answers to simple questions in the text
• Answer literal retrieval questions about the text
• Use a range of question prompts to generate relevant questions about the text
• Recall simple points from familiar texts
• Identify main events or key points in texts | Which two…?
List… Match… Underline / highlight… Choose…
Give one reason…
Find a description of…
Can you tell us about your favourite book / part of the book? Explain why you like it.
Draw four lines to match (statement).
Why did…? What did…? Where did…? When did…?
Choose one of the multiple-choice options to complete the sentence.
Who are the characters? Who is telling the story? Who did…? Who (drives)…?
Where are/do…? Where is the story set?
What happened…? What did / do / does / are…?
Does this story remind you of any others? Have you read any other stories that have similar… to this one? What did the story remind you of?
Are there similar themes? (naughty characters, castles, good characters)
Can you explain what has happened?
Do you think this book is trying to give the reader a message? What is it?
Are these statements True or False? Can you explain what has been read to you?
What are the ____ for?
Match the sub-heading to the section
Where would you find information about…? |
| 3 | Ask questions to improve their understanding of a text

Retrieve and record information from non-fiction | • Ask questions and find answers to simple questions in a text
• Retrieve and record information from non-fiction
• Answer literal retrieval questions and locate the information in the text
• Locate information using skimming
• Use a contents page and an index page to locate information | List… Match… Underline / highlight… Choose…
What is…? Why had…? Who else…? What event…? Why do…? Why has..? Where is?
Give one… Name two… Tick… Two columns. Which two…?
Where is the contents page/ index/ chapter on…?
Give one reason…
Find a description of…
Can you tell us about your favourite book / part of the book? Explain why you like it.
What are the ____ for?
How do the sub-headings make the text easier to read?
Match the sub-heading to the paragraph
Can you explain how information is related in this book?
Where would you find information about…?
What is one (name) that _____ have been called?
Why is the word ____ in bold print / italics?
What features could a ____ text have? |

		Progression in Retrieval		
Year group	National curriculum	Skill progression	Questions	
4	Ask questions to improve their understanding of a text

Retrieve and record information from non-fiction | • Ask questions and find answers to simple questions in a text
• Retrieve and record information from non-fiction
• Extract information from the text
• Locate information using skimming and scanning
• Decide on a question that needs answering and locate the answer in a non-fiction book
• Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) | Which two…? What is…? Why had…? Who else…? What event…? Why do…? Why has..?
Where is?
List… Match… Underline / highlight… Choose…
Give one… Name two… Tick… Two columns.
Where is the contents page/ index/ chapter on…?
Give two reason…
Find a description of/ a piece of text relating to…
Find and copy two things…
What are the ____for?
How do the sub-headings make the text easier to read?
What is the purpose of the illustrations/diagrams/fact boxes?
Match the sub-heading to the paragraph.
Can you explain how information is related in this book?
Where would you find information about…?
What is one (name) that _____have been called?
Why is the word ____in bold print / italics?
What features could a ____text have?
Number these facts in order of importance. | |
| 5 | Ask questions to improve their understanding

Retrieve, record and present information from non-fiction | • In non-fiction, retrieve, record and present information
• Ask questions and find the answers to questions in a text
• Extract increasingly complex information from the text
• Plan what information needs to be found with guidance
• Make simple notes
• Apply information retrieval skills across the curriculum | What is…? Why had…? Who else…? What event…? Why do…? Why has..?
Give one… Name two… Explain why… Two columns. Tick either based on a question
How do people feel about the…?
Which words would best complete (statement) 4 tick boxes
Look at the _____. Who…….?
What is happening after/before…?
True or false – table of 4 statements
What is the name of_____?
Why is it important for… ? tick one
Complete the table (headings with a series of bullet points requiring retrieval from the text)
Where did (character) find the ……?
Give two pieces of evidence that…
Number these (5) facts in the order that they happen.
How did _____react when….?
What was one effect of…? | |

Progression in Retrieval

Year group	National curriculum	Skill progression	Questions
6	Ask questions to improve their understanding Retrieve, record and present information from non-fiction	• In non-fiction, retrieve, record and present information • Ask questions and find the answers to questions in a text • Extract complex information from the text • Use quotations to illustrate ideas • Plan and decide independently what information needs to be searched for • Make appropriate notes from research using a variety of sources • Apply information retrieval skills across the curriculum	What is…? Why had…? Who else…? What event…? Why do…? Why has..? Give one… Name two… Explain why… Two columns. Tick either based on a question. What conclusion does … draw from this? How do people feel about the…? Which words would best complete (statement) 4 tick boxes Look at the _____. Who…….? What is happening after/before…? True or false – table of 4 statements Why is it important for… ? tick one Complete the table (headings with a series of bullet points requiring retrieval from the text) Where did (character) find the ……? What do _____ spend time doing? Give two pieces of evidence that… Number these (5) facts in the order that they happen. How did _____ react when….? What was one effect of…? What does the poet ask….? What evidence is there that this was written for…? How does the writer show they had mixed feelings about…?

Progression in Sequencing/Summarising

Year group	National curriculum	Skill progression	Questions
EYFS		• *To listen to stories and remember some of what has happened.* • To sequence three key events in a familiar story. • To describe events using first, then, before and after • To retell a familiar story in their own words. • **To demonstrate an understanding of what has been read to them by retelling stories and using recently introduced vocabulary.**	Can you order these parts of the story? What happened first, next….? Can you order these parts of the story? (3 pictures)
1	Retell key stories, fairy stories and traditional tales, and consider their particular characteristics	• Sequence a simple story or event and use this to re-enact and retell • Identify main events or key points in texts	Order events – beginning, middle end. Sequence pictures from the story. Sequence sentences from the story. Freeze frame main events in order. Use props and prompts to retell the story. Who is the main character? List 3 things that happen to the character. Match pictures to simple summaries. What is the main event? What is the information telling us?
2	Discuss the sequence of events in books and how items of information are related Retell a wider range of stories, fairy stories and traditional tales	• Identify main events or key points in texts • Sequence a range of stories or events and use this to re-enact and retell	Think about the whole story... Can you retell the story? Sequence pictures from the story. Retell the events in one sentence per picture. Can you tell the main events from the story in ____ sentences / words? What happened first? Which event happened first? What happens next? What were the main events? Discuss their importance. What is the main event in the story? Can you order the main events? Number the event in order. What are the key points in this information text? What is this paragraph of information telling us? Sum up in one sentence. Highlight the text every time you see the word _____. Ranking activities.

Progression in Sequencing/Summarising

Year group	National curriculum	Skill progression	Questions
3	Identify main ideas drawn from more than one paragraph and summarise these	• Identify main ideas within a text or within a paragraph and summarise these	Can you number these events 1-3 in the order that they happened? Can you order these 4 sections of text? Retell the 3 main events in the story. List 3 words to describe what the story is about. List 3 words about the character. Match one word to a section of text. What does the first sentence in the paragraph/sub-heading/title tell us? 1 minute timer. Highlight the text every time you see the word_____. Match the sub-heading to the main text.
4	Identify main ideas drawn from more than one paragraph and summarise these	• Identify main ideas within a text or within a paragraph and summarise these	Can you number these events 1-4 in the order that they happened? Order the sections of text. Retell the negative/positive events in the story. Can you summarise in a sentence what this paragraph tells us? Match one word to summarise each paragraph? Use 5 words to describe what the story is about. Can you summarise the character in three words? Match one word to a section of text. What does the first sentence in the paragraph/subheading/headline tell us? Match the sub-heading to the main text. 1 minute timer. Highlight the text every time you see the word_____.
5	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	• Use the skills of skimming and scanning to identify key ideas	Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in ___words? Can you summarise the character in three words? Match one word to a section of text. What does the first sentence in the paragraph tell us? Scan the text for _____(word) What can you tell about _____? What is the main idea? Skim the paragraph (read quickly and only the important words) Give a 10 word summary of the paragraph. Choose 5 words which summarise the meaning of the text/paragraph.

		Progression in Sequencing/Summarising	
Year group	National curriculum	Skill progression	Questions
6	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	• Use the skills of skimming, scanning, text-marking and note taking to identify key ideas	Which section of the text is likely to inform readers that… Which of the following would be the most suitable summary of the whole text? (give options to choose from) Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in ___words? The character in three words? Skim the text. Start with sub-heading/headlines/titles/topic sentences. What is this text about? List 3 words. Scan the text for e.g. dates/character names/setting names etc. What does this section of text tell us about _____?

Progression in Inference

Year group	National curriculum	Skill progression	Questions
EYFS		• *To answer simple 'why' questions e.g. why did the caterpillar get so fat?* • To say how a character is feeling and begin to explain why. • To answer Blank level 3 and 4 questions about a story or text.	(Looking at pictures) What might the character be feeling? How did ……. Feel? What did…….. say? How do you know? How can we tell….? Why did……
1	Being encouraged to link what they read or hear read to their own experiences Make inferences on the basis of what is being said and done	• Give some reasons why things happen or characters change • Begin to express a view and use evidence in the text to explain reasons • Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)	Match thoughts and feelings to the story event How did _____ feel? How can you tell that? How did (character) react when….? Why did (character) do _____? In which part of the story did (character) feel happy? Which is your favourite part of the story/text? Explain why. Who is your favourite character and why? What in the text suggests that (character) is not very happy? What does this tell us about how (character) is feeling?
2	Make inferences on the basis of what is being said and done	• Talk about and infer what characters might be thinking or feeling using clues in the text • Discuss the reasons for events in a story; use evidence to make some reasoned conclusions • Discuss why certain words or phrases make a story funny, scary, exciting	How did (character) feel when…? What did (character) describe as …? Why did…? Look at page… Why was (character) sad/happy/laughing? How can you tell? How do we know…? Why is … important? Quote. What does this tell us about how the character is feeling? Quote. What else in the text tell us…? What suggests that…? Give two things. How does the story show that (character) was clever/ angry/ happy? Which words in this story make it funny?

Progression in Inference

Year group	National curriculum	Skill progression	Questions
3	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	• Discuss the actions and relationships of the main characters and justify views using evidence from the text • Discuss the relationship between characters based on dialogue • Use clues from action, dialogue and description to establish meaning • Identify themes and conventions in a range of books	How did (character) feel when…? What did (character) describe as …? Why was (character) sad/happy/laughing? How can you tell? What impression do you get of….? How do you feel about (character)? Why? What is the relationship between (character) and (character)? "Speech quote" – what does this say about the character? "Speech quote" – what does this say about the relationship between the two characters? How did (character) feel at (point in the story)? How does (character) feel in this setting? Choose words which support your view. What suggests / implies that… Give two things. What is the mood in this setting? Which words suggest this? What is the main theme in this story? (e.g. good over evil, weak over strong, friendship, magic) What is the main theme of this information? What are the magical objects in these stories? What is similar/different? How can you tell that… Give one piece of evidence. Explain two ways… using evidence from the text to explain your answer.
4	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	• Empathise with different characters' points of view (implicit and explicit) • Identify the use of descriptive and expressive language to build a fuller picture of a character • Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings • Discuss the relationship between what characters say and do - do they always reveal what they are thinking? • Discuss, moods, feelings and attitudes using inference and deduction • Identify themes and conventions in a wide range of books	(Quote) What else in the text tells us that…? What impression do you get of….? How do you feel about (character)? Why? How was the character feeling at (point in the story) and how do you know? (Quote) Why does she (action)? What dilemma did (character) face in the beginning/middle/end of the story? What did he/she decide to do? Why? What would you do? How did (character) respond in the dilemma? How did (character) feel in the dilemma? What is the relationship between (character) and (character)? "Speech quote" – what does this say about the character? "Speech quote" – what does this say about the relationship between the two characters? What attitude does (character) have towards (character)? What suggests / implies that… Give two things. What is the mood in this setting? Which words suggest this? Who is the hero/villain/victim/champion in the story? How do you know? How can you tell that… Give one piece of evidence. Give two reasons… Explain two ways… using evidence from the text to support your answer fully.

Progression in Inference

Year group	National curriculum	Skill progression	Questions
5	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	• Identify evidence of characters changing in a story and discuss possible reasons • Discuss what a character's actions say about their character • Recognise that characters may have different perspectives on events in stories • Distinguish between statements of fact and opinion • Identify and discuss themes and conventions in and across a wide range of writing	(Quote) What else in the text tells us that…? What makes / How does the author make us think…? Tick one box to show whether each statement is a fact or an opinion. What impressions do you get of….? Give two How do you feel about (character)? Why? (Quote) Why does she/he…? What impressions do you get of the relationship between _____ and _____? (Word) What does this tell us about how the character is feeling/acting/reacting? Match an event to a character's feeling. (Event) How did (character) react? Did (character) react the same or in a different way? What suggests / implies that… Give two things. How can you tell… Give one piece of evidence. Give two reasons… Explain two ways… using evidence from the text to support your answer fully. What do you learn about the writer's attitude towards…? How does the writer try to…?
6	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence • Identify characteristics of stock characters in a variety of genres • Identify evidence of characters that challenge stereotypes and surprise the reader • Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour • Make inferences about the perspective of the author from what is written and implied Distinguish between statements of fact and opinion • Identify and discuss themes and conventions in and across a wide range of writing	What is (character) thinking about after/when – 4 thought bubble tick boxes Statement. This suggest that…. Tick one (of 4) Statement. Give two ways they are important. What does it mean when she says this? What impressions do you get of the relationship between _____ and _____? Tick one box to show whether each box is a fact or opinion. What other impressions do you get (after a more obvious one has been stated)? Explain what the writer/poet finds/weird/different/exciting etc about 'section of text'. Why does she 'hesitate'? What is one thing that does not change through……? Tick two sections/verses that are about …… What suggests that (setting) was not well looked after? How can you tell that (character) was determined to ……? Give two reasons why he does/doesn't want….. How can you tell that there was something strange about…..? Give two.

Progression in Prediction

Year group	National curriculum	Skill progression	Questions	
EYFS		• *To make suggestions about what might happen next in the story* • To listen to stories, accurately anticipating key events • **To anticipate key events in stories**	Look at the book cover/blurb – What do you think this book will be about? What might happen at the end of the story? What might happen next?	
1	Predict what might happen on the basis of what has been read so far	• Make predictions on the basis of what has been read so far • Discuss the blurb and title of a book • Predict events and endings and how characters will behave • Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development	Predict from the cover/ title/ blurb. Cover: Who is the main character? What is the setting? What might happen here? What will happen to (character) in this story? What places might the character visit? What events might happen in this story? What might make the character upset/angry/happy/puzzled? Will this story have a happy ending? What might happen to the character in the end? Why did the character change in this story? How might they act at the end?	
2	Predict what might happen on the basis of what has been read so far	• Predict what might happen on the basis of what has been read so far • Predict the events of a story based on the setting described in the opening • Predict how characters might behave from what they say and do and from their appearance	Predict from the cover/ title/ blurb. What has made you think that? What is happening now? What happened before this? What might happen next? Use evidence from the text to support Is it similar to any other stories you have read? What will happen next based on what happened in the story you know? Do you think…will happen? Explain reasons. Can you predict what the character might do next (based on action/dialogue/appearance)? What details tell us about the opening? How might the character behave here? What might they do next? Can you predict the events of the story based on the setting described in the opening? Can you predict how characters might behave from what they say and do and from their appearance? Is ____ similar to any other characters you know of? How would they have acted? What would they have done next? Act out what might happen next.	

		Progression in Prediction		
Year group	National curriculum	Skill progression	Questions	
3	Predict what might happen from details stated and implied	• Predict what might happen from details stated and implied • Make predictions about characters' actions and look for evidence of change as a result of events • Identify settings and predict events that are likely to happen	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think…will happen? Explain reasons. What might (character) do in this story? Will (character) behave the same way in the beginning and the end? Event: what will happen to the character now? What will they do next? Is the character similar to any other characters / people you know? How would they behave in this situation? Setting (place, time, weather, atmosphere): what might happen here? Which settings will the character be scared/unhappy/content/friendly in? What will happen next? (following a chapter, setting or event)	
4	Predict what might happen from details stated and implied	• Predict what might happen from details stated and implied • Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place • Make predictions about how characters might behave in such a setting	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think…will happen? Explain reasons. What might (character) do in this story? Will (character) behave the same way in the beginning and the end? Event: what will happen to the character now? What will they do next? Is the character similar to any other characters / people you know? How would they behave in this situation? Which details tell us about the setting/mood/atmosphere? What might happen here? Have you been to a setting like this before? Have you read about a similar setting in another story? How will the character behave here? What is your impression of this place? How might the character react/behave here?	

		Progression in Prediction		
Year group	**National curriculum**	**Skill progression**	**Questions**	
5	Predict what might happen from details stated and implied	• Make predictions based on details stated and implied • Make predictions for how a character might change during a story and change predictions as events happen • Refer to the text to support predictions and opinions	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think…will happen? Explain reasons. How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation? Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way? Do you know other stories that start in a similar way? Do you know any stories with a similar theme / setting? Predict the text from titles and sub-heading. Predict vocabulary and text features.	
6	Predict what might happen from details stated and implied	• Make predictions based on details stated and implied • Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it • Refer to the text to support predictions and opinions	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think…will happen? Explain reasons. How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation? Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way? Do you know other stories that start in a similar way? Will both characters go on the same journey in this story? What will happen to them both? What will the plot of this story be? What is the structure of this narrative? Predict from key words throughout the text – use to predict plot. Predict plotlines from headlines. Predict content. Predict vocabulary. Predict text type – what features will you see in this text? Predict plot from sentences about events.	

Progression in Structure and Organisation

Year group	National curriculum	Skill progression	Questions	
EYFS		• *To identify signs and symbols in the environment e.g. familiar logos* • *To know print has meaning.* • *To know print has different purposes* • To know we read English text from left to right and top to bottom. • To name the different parts of a books e.g. title, page, author. • To know pages are in sequence. • To know what non fiction means.	Find the title of the books Discuss the author and illustrator in a book. Discuss whether a book is fiction or non-fiction Model using the contents page in a nonfiction book.	
1	Discuss the significance of the title and events	• Distinguish between fiction and non-fiction texts • Understand the way that information texts are organised and use this when reading simple texts • Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line	Find the labels, title, diagram, page, book cover, information on… What is the title for? Match the sub-heading to the sentence/photographs Where would you find information about…? Practise using the contents page with support Which page has information on_____? Discuss whether a book is fiction or non-fiction. Use terminology – can you find a photograph? A picture?	

Progression in Structure and Organisation				
Year group	National curriculum	Skill progression	Questions	
2	Be introduced to non-fiction books that are structured in different ways	• Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions) • Discuss titles of book and poems • Pick out features used to organise books • Compare the layout of different texts /books and discuss why they are set out in different ways • Read the title, contents page and illustrations and predict what a book is about • Pick out features that will help to locate information and explain them • Pick out and discuss how punctuation helps to organise text • Recognise and use the alphabet to help to locate information in some books Recognise the openings and closings of different stories	Find the labels, title, subheadings, diagram, contents page, information on… How has the author helped us to be able to read this book? (structure and lay-out) What are the _____ for? How do the sub-headings make the text easier to read? Match the sub-heading to the section. Where would you find information about…? Why is the word ____ in bold print / italics? Read the information on _____. Tick 3 facts that are true about_____. Practise using alphabet to use index and glossary. Read information texts structured in different ways. Apply retrieval questions about the information.	

Progression in Structure and Organisation

Year group	National curriculum	Skill progression	Questions
3	Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning	• Identify the features of some non-fiction text types • Identify and discuss the use of contents and index pages to locate information in non-fiction texts • Begin to understand the purpose of the paragraph and how they help to group information • Discuss why the author has chosen a range of vocabulary to describe a character or a setting	Find the labels, title, subheadings, diagram, contents page, index, glossary, information on… How has the author helped us to be able to read this book? (structure and lay-out) Why has it been organised like this? What are the ____ for? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about…? What is one (name) that _____ have been called? Why is the word ____ in bold print / italics? What features could a ____ text have? Use alphabet to use index and glossary. Use the first 2 or 3 letters of words to order. Explain why the author used _____ (noun phrases, vocabulary) to describe a character. Explain why the author used _____ (noun phrases, vocabulary) to describe a setting. How does the writer make it interesting / engaging/ exciting in the first paragraph/ ending? Explain how the paragraph gives a positive / negative impression of the setting.
4	Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning	• Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts • Identify and discuss the use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) • Understand how paragraphs can organise ideas around a theme and can build up ideas across a text • Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes	Find the features in different types of writing – letters, diary writing, non-fiction features (labels, title, subheadings, diagram, contents page, index, glossary) What features could a ____ text have? How has the author helped us to be able to read this book? (structure and lay-out) Why has it been organised like this? What are the ____ for? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about…? What is one (name) that _____ have been called? Why is the word ____ in bold print / italics? Use alphabet to use index and glossary. Use the first 2 or 3 letters of words to order alphabetically. Explain why the author used _____ (noun phrases, vocabulary) to describe a character's feeling or attitude. Explain why the author used _____ (noun phrases, vocabulary) to convey a mood. How does the writer make it interesting / engaging / exciting in the first paragraph/ending? Explain how the paragraph gives a positive / negative impression of the setting. Explain the theme of the paragraph. What is the structure of the paragraphs across the text?

Progression in Structure and Organisation

Year group	National curriculum	Skill progression	Questions
5	Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning	• Identify and discuss the structural devices the author has used to organise the text. • Identify vocabulary chosen to convey different messages, moods, feelings and attitudes • Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect • Describe and compare the styles of individual writers and poets, providing evidence • Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	Name two of the difficulties (character) had in the story. Explain how they dealt with them. Explain how the text has been arranged to support the reader. Why? Can you explain how writers have similar/ contrasting styles? Explain how figurative language (similes, metaphors, personification) contributes to meaning. Explain why the author used _____(noun phrases, figurative language) to describe a character's feeling or attitude. Explain why the author used _____(noun phrases, figurative language) to convey a mood. Do you agree with the way the problem was solved/ story ended? Explain How do the sub-headings make the article easier to read? What are the _____for? What is the purpose of…? How does … create an atmosphere of …? Were there any clues that… would happen? How does… prepare the reader for the ending? Explain why… has been placed at the beginning What is the purpose of the text? How do you know? How does the writer make it interesting / engaging / exciting? Explain how the passage gives a positive / negative impression of… Explain how this text is suitable for…
6	Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning	• Comment on the structural choices the author has made when organising the text • Explain how the structural choices support the writer's theme and purpose • Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes • Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations • Compare, contrast and explore the styles of writers and poets, providing evidence and explanations • Identify and discuss irony and its effect • Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	Name two of the difficulties (character) had in the story. Explain how he/she dealt with them. Explain how the text has been arranged to support the reader. Why? Can you explain how writers have similar/ contrasting styles? Explain how figurative language (similes, metaphors, personification) contributes to meaning. Do you agree with the way the problem was solved/ story ended? Explain What are the _____for? What is the purpose of…? How does … create an atmosphere of …? Were there any clues that… would happen? How does… prepare the reader for the ending? Explain why… has been placed at the beginning Explain how section … is different from others. What is the purpose of the text? How do you know? How does the writer make it interesting / engaging / exciting? Explain how the whole of… has the effect of… Explain how the passage gives a positive / negative impression of… Explain how this text is suitable for…

Progression in Language choice

Year group	National Curriculum	Skill progression	Questions/Learning opportunities
EYFS		• *To know some songs and rhymes* • *To fill in missing words from well-known rhymes* • *To repeat words and phrases from familiar stories* • *To engage in conversations about stories* • To know some rhymes, poems and songs • To retell a story in their own words using repeated refrains. • **To use and understand new vocabulary during discussions about stories, non-fiction, rhymes and poems**	Daily story time Daily Phonics/Read Write Inc. Matching games Nursery rhymes What rhymes with….? Join in with repeated refrains.
1	Draw on vocabulary provided by the teacher Recognise and join in with predictable phrases Learn to appreciate rhymes and poems, and to recite some by heart	• Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases • Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum	Find the rhyme. Join in when it comes up. Predict the end of the line. How does the story start? Which words are used? Can you find the repeated words? Join in with this phrase (e.g. fee, fi, fo, fum) What is your favourite word in the story, the poem, the information?

		Progression in Language choice	
Year group	National Curriculum	Skill progression	Questions/Learning opportunities
2	Discuss their favourite words and phrases	• Identify where language is used to create mood or build tension • Comment on the choice of author's words to make a text funny, scary, exciting • Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)	How does the story start? Which words are used? Can you find the repeated words? Join in with this phrase (e.g. fee, fi, fo, fum) Find the words which move time on in the story. Which are the words which make this sound like a fairy story? What is your favourite word in the story, the poem, the information? How does the author make the text funny/sad/scary/exciting? Find the words which make this seem (e.g.scary).
3	Discuss words and phrases that capture the reader's interest and imagination	• Discuss the effect of key words or phrases used to build mood or tension • Comment on the overall effect of the text • In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration	How does the story start? Which words are used? Can you find the repeated words and any patterns in the text? Alliteration? Rhyme? Find the words which move time on in the story. Which are the words which make this sound like a traditional tale, a myth, adventure story? How does the author make the text funny/sad/scary/exciting? Find the words which build tension in the story. Find the words which convey the mood in the story. Find two words or phrases which make the passage seem… Find two words or phrases which show the writer thinks… Explain how the words… make it seem… How can you tell this story was written a long time ago? Which words show this? Which words are funny? Scary?

Progression in Language choice

Year group	National curriculum	Skill progression	Questions	
4	Discuss words and phrases that capture the reader's interest and imagination	• Comment upon the use and effect of author's language • Identify and describe the styles of individual writers and poets • Identify and comment on expressive and descriptive language to create effect in poetry and prose • Comment on the overall effect of the text	How does the story start? Which words are used? Can you find the repeated words and any patterns in the text? Find the words which move time on in the story. Which are the words which make this sound like a traditional tale, a myth, adventure story? How does the author make the text funny/sad/scary/exciting? Find the words which build tension in the story. Find the words which convey the mood in the story. Find two words or phrases which make the passage seem… Find two words or phrases which show the writer thinks… Which keyword(s) tell you about the character/ setting/ mood? Explain how the words… make it seem… How can you tell this story was written a long time ago? Which words show this? Which words are funny? Scary?	
5	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	• Identify the writer's main purpose through a general overview • Identify common elements of an author's style and discuss how the style of one author differs from another • Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint • Comment on the use of similes and expressive language to create images, sound effects and atmosphere • Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terns • Justify preferences for an author, poet or a type of text	What does the word….tell you about…? Find two words or phrases which make the passage seem… Find two words or phrases which show the writer thinks… Explain how the words… make it seem… Why has the writer used the word…? What is the effect of the sentence (quote)…? Which keyword(s) tell you about the character/ setting/ mood? How is language used to create a positive / negative image of…? What does the choice of language suggest about…? How has the author used a range of vocabulary to convey different messages, moods, feelings and attitudes? What is it about the language choice that tells you it was written a long time ago? Give one example of the use of humour in the text. The word _____ suggests that the character _____. Find and copy one word that suggests _____ is unpleasant, generous, fruitful etc	

Progression in Language choice

Year group	National curriculum	Skill progression	Questions	Language choice
6	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	- Identify how style is influenced by the intended audience - Identify common elements of an author's style and make comparisons between books - Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning - Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes - Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling - Declare and justify personal preferences for writers and types of text	What does the word….tell you about…? Find two words or phrases which make the passage seem… Find two words or phrases which show the writer thinks… Explain how the words… make it seem… Why has the writer used the word…? What is the purpose of the text? Which words have been chosen for this purpose? What is the effect of the sentence (quote)…? Which keyword(s) tell you about the character/ setting/ mood? How is language used to create a positive / negative image of…? What does the choice of language suggest about…? How has the author used a range of vocabulary to convey different messages, moods, feelings and attitudes? What is it about the language choice that tells you it was written a long time ago? Give one example of the use of humour in the text. The word _____ suggests that the character _____ . Find and copy one word that suggests _____is unpleasant, generous, fruitful etc What does this metaphor tell us about _____ . Which is your favourite author and why? Why do you like this author?	

Progression in making comparisons

Compare

Year group	National curriculum	Skill progression	Questions
5	Make comparisons within and across texts	• Identify and explain the key features of a range of appropriate texts • Identify and explain characters and their profiles across a range of texts • Identify and discuss themes within and across texts (social, cultural and historical)	How is / are ____ similar to / different from…? List the similarities and differences between… (characters / settings / layout) How did the characters' reactions differ when…? How does (character's) mood change…? How does the mood change when…? Why do you think the layout is different from / similar to…? Why does the layout change…? Compare paragraph 1 with paragraph 2. What are the two contrasting viewpoints? Fill in/read comparison tables, Venn diagrams, tick boxes.
6	Make comparisons within and across texts	• Compare and contrast the key features of a range of appropriate texts • Compare and contrast characters across a range of appropriate texts • Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)	How is / are ____ similar to / different from…? List the similarities and differences between… (characters / settings / layout) How did the characters' reactions differ when…? How does (character's) mood change…? How does the mood change when…? Why do you think the layout is different from / similar to…? Why does the layout change…? Compare paragraph 1 with paragraph 2. What are the two contrasting viewpoints? How is the author's viewpoint different? How is the author's viewpoint different in different sections of the text? Fill in/read comparison tables, Venn diagrams, tick boxes.