Reading Skills Progression

Nursery			Reception		
Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**
Word Reading/ Comprehension • **I can respond to stories and rhymes** • **I can talk about pictures in books** • **I can talk about my pictures** • **I can respond to different sounds**	Word Reading/ Comprehension • **I can join in with familiar rhymes and stories** • **I can comment on familiar stories and rhymes I have heard** • **I can discriminate between different sounds • I can recognise my name**	Comprehension • **I can talk about one thing that I remember in a familiar story or rhyme • I can say what I like about a story or rhyme** Word Reading • **I can copy a sequence of sounds** • **I can clap syllables in a word**	Comprehension • **I can talk about some events in a story or rhyme I have heard • I can use some words I have heard in a story when I talk about it e.g. once upon a time** • **I can remember what happened in a story** Word Reading • **I can identify words that rhyme** • **I can orally segment and blend to read CVC words** • **I can break words into syllables orally** • **I can read some common exception words e.g. I, no**	Comprehension • **I can describe the key events in a story that I have heard in the sequence** • **I can answer questions about a story I have heard** • **I can story vocabulary in my talk and writing** Word Reading • **I can read simple captions and sentences** • **I can make a set of rhyming words**	Comprehension • **I can retell a story that I have heard using my own words** • **I can predict what might happen in a story • I can use vocabulary from books, rhymes and poems in my talk and writing** Word Reading • **I can say a sound for each letter in the alphabet and at least 10 digraphs** • **I can segment and blend to read words** • **I can read aloud simple sentences containing common regular and irregular words**

Year 1				Vocabulary focus	
Context: Children are building on from EYFS to include working with one line of text at a time/image/20 sec video Developing children's oral response using the language of 'It says…. It probably means…'				Character: Helpful, naughty, kind, angry, cross, lonely, happy, excited Location: home, kitchen, bathroom, living room, bedroom, park Age, shape and height of a character: short, tall, round, thin Everyday objects: lunch box, reading book, pencil	
Retrieval		**Inference**		**Vocabulary**	
SC	Application	SC	Application	SC	Application
Retrieve facts from a short sentence Recall words and phrases from oral retell (across a page of text) Recall what a character was doing or feeling throughout the story	Underline the colour of the rose. What did Jim say to Bob? "Get down". How is Kim feeling? Sad	Identify facial features (pictures and texts) and make deductions from these. Identify body language (pictures and texts) and make deductions from these. Deduce a person's mood (pictures and texts) by the way they have spoken. Deduce where a person is from the text. Deduce an action of a character (pictures and texts).	Question style What can we retrieve? What might this mean? Modelled response E.g. **He is** smiling, **it probably means** he is happy. e.g. **She has** slumped shoulders**, it probably means** she is sad, e.g., The boy is skipping, it probably means he is happy. E.g. **It says** GET DOWN FROM THERE, **this probably** means they are angry. Jimmy has a frying pan and was cooking pancakes. Where is Jimmy? e.g. **It says** Penny gave the teacher an apple, **this probably means** she is kind.	Decode by segmenting and blending unknown words Locate a word and read the whole sentence it is in Select a correct definition for a word where the answer is clearly right or wrong Understand specific vocabulary identified in whole class texts	use texts which match phonics sounds already learnt Read the sentence with the word 'cake' in it. e.g. Packets are good for posting soft or small things. A packet is useful for posting which of these things? Heavy things Big things Sharp things Little things Generate words linked to themes e.g. jobs, shopping, playing, school

Year 2 Context: Children are working with a paragraph of text up to 5 sentences – ensure the text contains complex sentences. Children to identify linked information within the same sentence and begin to link evidence within a section of the text.				Vocabulary focus Character: truthful, foolish, brave, hardworking, kind, generous, evil, jealous, grumpy, stubborn, caring, gentle Location: School, classroom, head teacher's office, playground, beaches, hot, cold Deduce time: Spring, Summer, Autumn, Winter, bedtime, breakfast, lunchtime Objects: Animals, food, transport, bike People: Mum, dad, teacher, brother, sister, friend	
Retrieval		**Inference**		**Vocabulary**	
SC	Application	SC	Application	SC	Application
Retrieve facts from a series of linked sentences Retrieve facts from headings / captions Find and copy single words and phrases • Identify key words in a question to scan for • Retrieve when an event happened by identifying time words • Retrieve where an event happened by retrieving location words • Retrieve feelings by retrieving emotion words	True or false grid – what can/cannot be retrieved? Which heading tells me about what a lion eats? Scan for words beginning in the same letter e.g. Where was the ship? Scan for S When did Little red set off to grandmas? In the morning Where did Little red meet the wolf? The woods How was little read feeling? Scared **All words must come from the text directly not inferred**	**Reverse Inference:** Identify words in a question that are not used in a text – **hardworking.** Generate linked ideas to explore key words in a question. Use wonderments around the question to identify possible vocabulary to retrieve within the text. To use sections of a text to support answer **Full Inference:** To retrieve 1 or 2 actions of a character and summarise how the character feels into one word (simple vocab e.g. happy, sad, excited, hungry) To retrieve what a character has said and infer how they feel To retrieve the actions of a character and infer the actions	Provide the inferred word and pupil to retrieve linked fact from the text. Question style e.g. What evidence from the text suggests the character is **hardworking**? What tells you that Jimmy was in the classroom? Modelled response e.g. Cinderella is hardworking because it says that she did all the cooking and cleaning and her hands were sore. Modelled response e.g. steals food, laughs at friend = naughty I know … and I know … so this probably means… (Inferred word). Question style e.g. What is the weather like? Modelled response e.g. I know weather can be hot, sunny, cool, frosty etc. What information do I have that supports one of these? Question style How would you describe the characters personality? (refer to action/speech retrieved from the text) Modelled response e.g. **I read that** the character is shouting and pointing his finger **which probably means they** are angry.	Match actions to vocab Find and copy two words that means the same as a given word (action, speech, description) Select a definition from a given list where the choices are relevant but not accurate Identify synonyms from a given list Generate synonyms for words that mean the same, in the same context Understand specific vocabulary identified in whole class texts	What word tells you that Jimmy is active? Jimmy runs across the playground. Answer runs. Give two words that mean the wolf is angry. Shouted. Stamped Why is the plant fading? It was dying (correct answer) It was turning into a weed (related to plants but not relevant) What means the same as angry: happy, rage, cross, excited Generate a word that means the same as joyful: happy

Year 3		Vocabulary focus			
Context: Children are working with a paragraph of text up to 5 sentences. Children to make links across sentences/within the paragraph		Character: nasty, cruel, cunning, nervous, uneasy, confused, embarrassed, nervous, shy, miserable, tired, enthusiastic, jolly, pleased, delighted Location: forest, mountains, caves, waterfall, city, village, desert, Artic/Antarctica Time of day: sunset, sunrise, morning, afternoon, evening, Weather: rainy, snow, frost, storms, sweltering, thunder, lightning Different characters: hero, villain, witch, ghost, giant, boss, thief			
Retrieval		**Inference**		**Vocabulary**	
SC	Application	SC	Application	SC	Application
To retrieve technical information from labelled diagrams To be able to order retrieved information within a paragraph. Retrieve by locating a relevant section of text by skimming (getting a gist/ overall summary) Identify the character through the use of a pronoun Retrieve information when the question uses synonyms for key words used in a text To generate linked vocabulary used in a question to scan for Know if a fact can be retrieved or cannot be retrieved from the text	Track the use of pronoun through the sentences. Question style Who is he in this section of text? story? Text example Billy was riding his bike. His dad shouted from the garage "Don't be late", **he** said. Identify the gist by reading rapidly identifying who, what, where, when recall general facts from across a paragraph of text What did Jimmy **see** on the **vessel**? On the **ship** Jimmy **glimpsed** at the treasure.	Explain difference between a fact and an opinion (what is factually presented in the text vs their own experience) Explain that deduction means 'it most probably means/ the most obvious link is.' Identify 2-3 pieces of evidence to support an inference (across a paragraph). Retrieve words that are similar/the same meaning as a given word.	Question style How do you know Jimmy is angry? (2 mark question style response) Modelled response Text evidence needed rather than recall of when they were upset. e.g. In the text **it says** Jimmy shouted back and **it says** he stomped up the stairs **which probably means** he is angry. Why did Lulu remind Nan 'I've got my wellies and my umbrella? **because Nan thought she had forgotten them** because she wanted to go in the rain because Millie was going to borrow them because she needed to rescue the hedgehog Question style e.g Find and copy one word that means the same as evil. Modelled response e.g. evil = wicked, lonely = alone	find a word that shows a person's character, emotion, appearance, feelings Substitute a word and reread to check accuracy and ensure it makes sense. Identify if a word is a noun, verb or adjective to support a mean of a word Apply vocabulary in context Generate words that mean the opposite Understand specific vocabulary identified in whole class texts	Find and copy one word which shows that Tom is jealous? Frustrated? Proud? Jimmy was feeling deflated by the football score. Deflated = disappointed (correct) Crushed (not correct) Jim climbed down the ladder – climbed is a verb etc. The ant climbed the bark. What does bark mean? The outside of a tree not barking from a dog Write one word that proves Jimmy is not excited.

Year 4		Vocabulary focus			
Context: Children are working with a paragraph of text up to 10 sentences. Children to make links across sentences/within the paragraph		Character: determined, grateful, furious, irritating, frustrated, exhausted, spiteful, thrilled, overjoyed Time of day: dawn, twilight, midnight, dusk, noon Objects: technical objects - telescope, thermometer, sieve, magnifying glass, mobile phone, laptop Character roles – doctor, pharmacist, archaeologist, pilot, firemen Location: gloomy, eerie, peaceful, enchanted, haunting, over grown, ancient			
Retrieval		**Inference**		**Vocabulary**	
SC	Application	SC	Application	SC	Application
To retrieve technical information from labelled diagrams To be able to order retrieved information within a paragraph. Retrieve by locating a relevant section of text by skimming (getting a gist/ overall summary) Identify the character through the use of a pronoun Retrieve information when the question uses synonyms for key words used in a text To generate linked vocabulary used in a question to scan for Know if a fact can be retrieved or cannot be retrieved from the text	Track the use of pronoun through the sentences. Question style Who is he in this section of text? story? Text example Billy was riding his bike. His dad shouted from the garage "Don't be late", **he** said. Identify the gist by reading rapidly identifying who, what, where, when recall general facts from across a paragraph of text What did Jimmy **see** on the **vessel**? On the **ship** Jimmy **glimpsed** at the treasure.	Explain difference between a fact and an opinion (what is factually presented in the text vs their own experience) Explain that deduction means 'it most probably means/ the most obvious link is.' Identify 2-3 pieces of evidence to support an inference (across a paragraph). Make deductions from technical/ context rich vocabulary Generate one word inferences from the text based on peoples actions, emotions or speech. Retrieve words that are similar/the same meaning as a given word.	Question style How do you know Jimmy is angry? (2 mark question style response) Modelled response Text evidence needed rather than recall of when they were upset. e.g. In the text **it says** Jimmy shouted back and **it says** he stomped up the stairs **which probably means** he is angry. How do you know that the poem takes place at night? Write two ways that you can tell. How can you tell there is a lot of snow outside? Write two ways. Jimmy was waiting for Chrome to load and the Wi-Fi to connect. What device was Jimmy using? Modelled response I know _____ which probably means _____ so I think that _____ Question style e.g Find and copy one word that means the same as evil. Modelled response e.g. evil = wicked, lonely = alone	find a word that shows a person's character, emotion, appearance, feelings Substitute a word and reread to check accuracy and ensure it makes sense. Identify if a word is a noun, verb or adjective to support a mean of a word Apply vocabulary in context Generate words that mean the opposite Understand specific vocabulary identified in whole class texts	Find and copy one word which shows that Tom is jealous? Frustrated? Proud? Jimmy was feeling deflated by the football score. Deflated = disappointed (correct) Crushed (not correct) Jim climbed down the ladder – climbed is a verb etc. The ant climbed the bark. What does bark mean? The outside of a tree not barking from a dog Find a word closest in meaning to _____. Write one word that proves Jimmy is not excited.

Year 5 Context: Children are working with paragraphs of text (1-2 pages) Children to make links across the text		Vocabulary focus Character: warm, calm, eager, comforting, timid, guilty, elated, ecstatic, radiant, miserable, tired, enthusiastic, jolly, pleased, delighted, merciless, brutal Location: isolated, Mediterranean, hostile, over crowded, spacious, treacherous, tranquil, tropical, polluted			
Retrieval		**Inference**		**Vocabulary**	
SC	Application	SC	Application	SC	Application
Retrieve information from across a whole text After locating a retrieved word ensure the word is relevant to the question Retrieve events in order from across the whole text To locate the correct sentence when directed: "go to line / paragraph…" To retrieve factual information and data from tables	When the words in the question are not retrievable generate synonyms/ linked vocabulary and re-scan (born, birth, delivery, entered) How did Jimmy feel when he saw the ice cream? Text: Jimmy was excited when his friends turned up for the football match. He was disappointed when he noticed they all had ice cream. Go to the paragraph starting with "in the morning". How is Jimmy feeling? **ADMISSION CHARGES** 		Summer	Bookfair	Winter
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Child/OAP	£2.99	£3.99	£1.99
Adult	£5.99	£6.99	£2.99 | Children under the age of 5yrs admitted free. *For further information write to:* Bokeham Manor, Bokeham, Couty Durham CD16 2AJ. Tel. (016437) 18753	Identify if an action/ behaviour can/cannot be inferred from the text. Form opinions / thoughts / impressions / beliefs about a character by finding links between retrieved facts Record retrieval, deduction and inference systematically. Generate specific one word inferences from the text based on people's actions, setting, emotions or speech. When reading a question independently identify: • if the question is based asking for your inference or • if the inference has already been done Systematically approach reverse inference.	Can you infer Jimmy is desperate? Support with evidence. No because or yes because. Question style What is your opinion…? What impression do you have…? Why do you believe…? Why do you think…? Jimmy stamped his feet, threw himself at the bed. These are both actions of a person who is angry. Modelled response • Retrieve evidence from the text • Make deductions from what has been retrieved • Make an inference based on the deductions (one word – adjective) Question style **What phrase tells us** that Sophie is feeling fed up? Modelled response • Identify the word in the question that has been deduced/inferred • Generate linked words to the inferred word in the question • Return to a relevant section of the text and scan for related phrases/vocabulary • Consider if the related vocabulary found provides the evidence for the inferred word. **e.g. The impression is** that Sophie is deflated **because it says in the** text that her shoulders were slumped.	Explain why a specific word has been used Interpret the meaning of similes, metaphors and personification accurately Understand specific vocabulary identified in whole class texts	…in a flash… What does this tell you about the burning of rocks in space? ..like a toy sitting on a glass table. What does this description suggest about the boat?

Year 6	Vocabulary focus				
Context:(appropriate text choice and challenging vocabulary) Children are working with paragraphs of text (1-2 pages) Children to make links across the text	Character: spiteful, sly, charming, charismatic, deceitful, sinister, sympathetic, animated, desperate, envious, resentful, bitter, vicious, malicious, sinister, sarcastic, arrogant, shallow, overwhelmed Location: perilous, barren, quaint				
Retrieval		**Inference**		**Vocabulary**	
SC	Application	SC	Application	SC	Application
Retrieve by combining information from different parts of the text

Retrieve changes in character emotions through a text

Retrieve changes in atmosphere through the text

Tick extracts from the text that have been retrieved and not inferred | To point to the retrieved information from different parts of the text.

How did Jims thoughts change from the start of the story to the end?

Tick the statements that can be retrieved from the text: Jim smiled (tick) Jim was happy (x) | When the inference is provided within the question: Generate 2 – 3 different examples from the text – speech, actions, description

To analyse answers to establish if an answer has been retrieved, deduced or inferred.

Answer questions using the phrases 'impression', 'you think' and 'opinion', in full inference

Summarise events, atmosphere or peoples actions into one word (usually an adjective)

To accurately quote two sections of the text from different paragraphs/ pages to support an inference. | Question style What impression do you have of….? What impression do you have of the Tim? Food stains on his t-shirt Stumbled over school bag "Tim be careful with that!" said mum All imply that Tim is clumsy

Modelled response To systematically answer inference questions with quoted evidence from the text. e.g. My impression of Tim is clumsy because it states in the text "Tim looked down at the coffee satins on his new white t-shirt" this probably means he tipped coffee on his top when he was drinking implying he is clumsy etc. | Explain the effect a word has on a reader

Explain why a specific word has been used

Explain the effect of a word used in speech to another character

Understand specific vocabulary identified in whole class texts (differentiated to age) | ..in a flash... What does this tell you about the burning of rocks in space? |