



Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking and listening	<p>To listen to stories with increasing attention and recall</p> <p>To begin to be aware of the way stories are structured</p> <p>To describe main story, settings, events and principal characters</p>	<p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>To listen attentively and respond to what</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond what they can read independently.</p> <p>To link what they have read to have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems, and other words that are read to them and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To recognise simple recurring English language in stories and poetry.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting)</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes e.g. triumph of good over evil and features e.g. greetings in a letter, a diary written in the first person or the use of presentational devices such as numbering and headings.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diary entries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read aloud to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our English Heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism)</p> <p>To explain and discuss their understanding of what they have read, including formal presentations and debates.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>



		<p>they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>To make comments about what they have heard and ask questions to clarify their understanding</p> <p>To hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>						
Retrieval	Children recall repeated phrases in well-known stories	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Children explain clearly what has been read by recalling the main points	Children explain clearly what has been read or what they have read and use the, 'Find it, prove it,' technique	Children are taught and begin to use skimming and scanning to retrieve and record details	Children use skimming and scanning to retrieve and record details from fiction and non-fiction books, using relevant quotations to support responses.	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from a larger part of the text.	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text.
Inference	Children begin to infer characters' feelings using own experience	Children infer characters feelings using pictures and own experiences to talk about them.	Children make inferences using words and pictures from the text	Children make inferences about a characters feelings using what they say and do to infer	Children begin to draw inferences such as inferring characters feelings,	Children draw inferences such as inferring characters thoughts and motives from their actions,	Children draw inferences such as inferring characters feelings, thoughts and motives from their actions.	Children draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifies inferences with evidence (comments securely based in textual

	to talk about them.			more obvious points	thoughts and motives from their actions, and with support, justifying with evidence.	and justifies inferences with relevant evidence.	Children justify inferences with evidence, giving one or two pieces of evidence to support each point made, beginning to draw evidence from different places across the text.	evidence with an attempt at detailed exploration.  Children infer characters feelings, thoughts and motives, giving more than one piece of evidence to support each point made, drawing evidence from different places across the text.
Prediction	Children make suggestions about how the story might end based on pictures from the story and talk to others about this	Children Anticipate – where appropriate – key events in stories	Children think about what has happened so far in the story to make sensible predictions about what could happen next	Children to make sensible predictions about what could happen next and give explanations of them	Children to predict what might happen from details stated and those implied	Children use relevant prior knowledge, as well as details from the text to form predictions and justify them  Children monitor predictions and compare them with the text as they read on	Children's predictions are supported by relevant evidence drawn from the text and can confirm/modify predictions as they read on.	Children's predictions are supported by relevant evidence drawn from across the text and they can confirm or modify in light of new information
Questioning	With support, children are beginning to understand simple recall questions, using given starting words (who and how)	With support, children can generate simple recall questions using given starting words (who, what, how, why) to clarify what they are thinking about a story	Children answer literal questions.  Children use their own words and ask questions which can be answered using the text	Children explain their understanding of what they have read or what has been read to them by answering and asking questions about the book	Children generate a variety of questions, including retrieval and inferential questions to help them understand a text further.	Children generate a variety of questions, including retrieval and inferential, including questions about the deeper meaning or themes of a text to help them understand further.	Children generate questions to focus the reading and adjust questions in the text. Adults model the use of critical thinking questions that take the discussion deeper and beyond the text, which the children begin to use.	Children actively generate a variety of questions to focus on the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion deeper and beyond the text and to improve their understanding.
Summarising	Children recall and order some key events from the text	Use and understand recently introduced vocabulary	Children can retell familiar key stories considering their particular characteristics	Children retell and sequence events from texts and discuss how	Children begin to distinguish between important and unimportant	Children distinguish between information in a text, identifying	Children summarise information from across a text and make connections	Children summarise information from a cross a text and make connections by analysing, evaluating and synthesising ideas within and between texts

		during discussions about stories, non-fiction, rhymes and poems and during role-play.		the events are related	information in a text and identify the main points to give a brief summary	the main ideas from one more or paragraphs and summarise these.	by analysing, evaluating and synthesising ideas within a text	to draw out key information and to summarise the main ideas in a text.
Vocabulary	Children build up a vocabulary that reflects their experiences	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Children discuss word meanings, and link them to words that they already know, using pictures to support them.	Children discuss and clarify new word meanings and link them to words that they already know, including root words.	Children find the meaning of new words by using the context of the sentence to help them.  They discuss the vocabulary used to capture the readers' interest	Children find the meaning of new words by using the skills of linking words to other words that they know (morphology)	Children read around the word and are taught to explore its broader meaning with a section or paragraph, distinguishing between fact and opinion.	Children to discuss and evaluate how the authors use of language, including figurative language, impacts on the reader.  Children to identify how language and structure contribute to meaning.
Fluency	Recognises rhythm in spoken words	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Reading groups of words, but groupings are unrelated to context of sentence	Reading groups of words, where the groupings preserve syntax, but may lack expressive interpretation	Use of punctuation to cue expression and appropriate inflection e.g. voice rising at the end of a question	Use variety of phrase boundaries to pause correctly e.g. conjunctions, prepositional phrases	Reader places vocal emphasis on appropriate words and can adjust tone at appropriate points in the text	Reading with speed accuracy, expression and intonation that allows the reader to contrast the meaning of the text

Poetry and performance	<p>Children listen and join in with poems</p> <p>Children join in with repeated phrases in rhymes and stories</p>	<p>Children can act out a narrative as part of a group</p> <p>Children express themselves effectively showing awareness of listeners needs</p>	<p>Children learn to appreciate rhymes and poems, reciting some by heart</p>	<p>Children continue to build up a repertoire of poems learnt by heart and reciting some with intonation to make meaning clear</p>	<p>Children to recognise and discuss different forms of poetry</p>	<p>Children to prepare and perform poems and play scripts with appropriate techniques</p>	<p>Children to learn a wider range of poetry by heart</p> <p>Children to prepare poems and plays to read aloud and perform using skills to engage the audience</p>	<p>Children to confidently perform texts including poems learnt by heart, using a wide range of devices to engage the audience and for effect, so the meaning is clear to the audience</p>
Non-fiction	<p>To know information can be relayed in form of print</p>	<p>To know information can be retrieved from books and computers</p>	<p>To listen and discuss non-fiction they read and at a level beyond what they can read</p>	<p>To recognise and be introduced to non-fiction books structured in a different way</p>	<p>To read books that are structured in different ways and reading for a range of purposes to retrieve and record information from non-fiction texts</p>	<p>To use all of the organisational devices with a non-fiction text to retrieve, record and discuss information</p>	<p>To use knowledge of texts and organisation to retrieve, record and discuss information</p>	<p>To use non-fiction materials for purposeful information retrieval, record and present the information</p>

Progression of skills in reading Nursery-Year 6