

Wordsworth Primary School Reading Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	<ul style="list-style-type: none"> -discussing word meanings, linking new meanings to those already known -draw upon knowledge of vocabulary in order to understand the text join in with predictable phrases -use vocabulary given by the teacher -discuss his/her favourite words and phrases 	<ul style="list-style-type: none"> -discussing and clarifying the meanings of words; link new meanings to known vocabulary -discussing their favourite words and phrases -recognise some recurring language in stories and poems 	<ul style="list-style-type: none"> -use dictionaries to check the meaning of words that they have read -discuss words that capture the readers interest or imagination -identify how language choices help build meaning -find the meaning of new words using substitution within a sentence. 	<ul style="list-style-type: none"> -use dictionaries to check the meaning of words that they have read -use a thesaurus to find synonyms -discuss why words have been chosen and the effect these have on the reader -explain how words can capture the interest of the reader -discuss new and unusual vocabulary and clarify the meaning of these -find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> -explore the meaning of words in context, confidently using a dictionary -discuss how the author's choice of language impacts the reader -evaluate the author's use of language -investigate alternative word choices that could be made -begin to look at the use of figurative language -use a thesaurus to find synonyms for a larger variety of words -read around the word and explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> -evaluate how the author's use of language impacts upon the reader - find examples of figurative language and how this impacts the reader and contributes to meaning or mood. - discuss how presentation and structure contribute to meaning. - explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.

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Inference	<ul style="list-style-type: none"> - children make basic inferences about characters' feelings by using what they say as evidence. - infer basic points using the pictures and words in the text - discuss the significance of the title and events - demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> - make inferences about characters' feelings using what they say and do. -infer basic points and begin, with support, to pick up on subtler references. - answering and asking questions and modifying answers as the story progresses - use pictures or words to make inferences 	<ul style="list-style-type: none"> -children can infer characters' feelings, thoughts and motives from their stated actions. -justify inferences by referencing a specific point in the text. -ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. -make inferences about actions or events 	<ul style="list-style-type: none"> - ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives - infer characters' feelings, thoughts and motives from their stated actions. - consolidate the skill of justifying them using a specific reference point in the text - use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - make inferences about actions, feelings, events or states - use figurative language to infer meaning -give one or two pieces of evidence to support the point they are making. - begin to draw evidence from more than one place across a text. 	<ul style="list-style-type: none"> -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -discuss how characters change and develop through texts by drawing inferences based on indirect clues. -make inferences about events, feelings, states backing these up with evidence. -infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made.
Prediction	<ul style="list-style-type: none"> - predicting what might happen on the basis of what has been read so far in terms of story, character and plot -make simple predictions based on the story and on their own life experience. -begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> -predicting what might happen on the basis of what has been read in terms of plot, character and language so far -make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> -justify predictions using evidence from the text. -use relevant prior knowledge to make predictions and justify them. -use details from the text to form further predictions. 	<ul style="list-style-type: none"> -justify predictions using evidence from the text. -use relevant prior knowledge as well as details from the text to form predictions and to justify them. -monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> -predicting what might happen from details stated and implied -support predictions with relevant evidence from the text. -confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> -predicting what might happen from details stated and implied -support predictions by using relevant evidence from the text -confirm and modify predictions in light of new information.

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Explaining	<ul style="list-style-type: none"> - link what I read or hear to my own experiences - explain my understanding of what has been read to me -express views about events or characters 	<ul style="list-style-type: none"> - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - express their own views about a book or poem - discuss some similarities between books -listen to the opinion of others 	<ul style="list-style-type: none"> - discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books -identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts -recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> - discussing words and phrases that capture the reader’s interest and imagination -identifying how language, structure, and presentation contribute to meaning - recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> - provide increasingly reasoned justification for my views - begin to distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> - provide increasingly reasoned justification for their views - give reasons for authorial choices - begin to challenge points of view -begin to distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -explain and discuss their understanding of what they have read, including through formal presentations and debates. -distinguish between fact, opinion and bias explaining how they know this.
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Retrieval	<ul style="list-style-type: none"> -answer a question about what has just happened in a story. -develop their knowledge of retrieval through images. -recognise characters, events, titles and information. - recognise differences between fiction and non-fiction texts. - retrieve information by finding a few key words. -Contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> - independently read and answer simple questions about what they have just read. - asking and answering retrieval questions draw on previously taught knowledge - remember significant event and key information about the text that they have read - Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> - use contents page and subheadings to locate information learn the skill of 'skim and scan' to retrieve details. - begin to use quotations from the text. retrieve and record information from a fiction text. -retrieve information from a non-fiction text 	<ul style="list-style-type: none"> - confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. -retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> - confidently skim and scan, and also use the skill of reading before and after to retrieve information. -use evidence from across larger sections of text -read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. -retrieve, record and present information from non-fiction texts. -ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> - Children confidently skim and scan, and use the skill of reading before and after to retrieve information. -They use evidence from across whole chapters or texts -Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. -Retrieve, record and present information from a wide variety of non-fiction texts. -Ask their own questions and follow a line of enquiry.
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Sequencing	<ul style="list-style-type: none"> - retell familiar stories orally e.g fairy stories and traditional tales - sequence the events of a story they are familiar with begin to discuss how events are linked 	<ul style="list-style-type: none"> - discuss the sequence of events in books and how items of information are related. - retell using a wider variety of story language. - order events from the text. -begin to discuss how events are linked focusing on the main content of the story. 	<ul style="list-style-type: none"> - identifying main ideas drawn from a key paragraph or page and summarising these begin to distinguish between the important and less important information in a text. -give a brief verbal summary of a story. - teachers begin to model how to record summary writing. -identify themes from a wide range of books make simple notes from one source of writing 	<ul style="list-style-type: none"> - use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. - identify main ideas drawn from more than one paragraph. - identify themes from a wide range of books - summarise whole paragraphs, chapters or texts -highlight key information and record it in bullet points, diagrams, maps etc 	<ul style="list-style-type: none"> - summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. -make connections between information across the text and include this in an answer. -discuss the themes or conventions from a chapter or text identify themes across a wide range of writing 	<ul style="list-style-type: none"> - summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. -summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas -make comparisons across different books. -summarise entire texts, in addition to chapters or paragraphs, using a limited number of words or paragraphs.
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