Childwall Valley Primary School

Reading Progression Grids
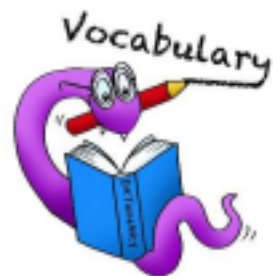
FLUENCY, DECODING AND WORD READING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Join in with predictable phrases. Follow print with eyes, finger pointing only at difficulty Take more note of punctuation in order to support the use of grammar and oral language rhythms Re-read to enhance phrasing and clarify precise meaning Read aloud decodable texts word by word, with emphasis on one-to-one matching. Read with some intonation and expression. Show fluency and confidence whilst re-reading familiar texts	Read silently or quietly at a fluent pace, taking notice of a greater range of punctuation and using it to keep track of longer and more complex sentences Reads decodable texts by phrasing two words at a time with some attention to expression. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read fluently, attending to a greater range of punctuation and text layout	Fluent reading, silently most of the time, adjusting speed of material to suit material and monitoring the precise meaning Read aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases without overt sounding and blending Uses punctuation cues and some intonation and expression Reads at 90 words per minute pace	Use a range of strategies effectively to read with fluency, understanding and expression Read aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation. Uses effective intonation, stress and expression that indicate comprehension. Reads without finger tracing Sustain silent reading to include longer, more varied and complex texts.	Able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity Reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression and according to purpose and audience	Read aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression. Consistently and automatically integrates pausing, intonation, phrasing and rate.

Uses picture cues Apply phonic knowledge and skills as the route to decode words -look at the start of the word -look for familiar letter chunks/patterns -look at the endings of the words. (e.g. –s, –es, –ing, –ed, –er and –est endings) Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately more complex words of two or more syllables (e.g. downstream, hideaway, comfortable) Use words within words i.e. look for compound words e.g. cowboy, playground) Read words containing common suffixes (e.g. English Curriculum Appendix 1)	Look for root words, prefixes, suffixes. Use the words around the unknown word (context clues) to try and work out the new word. Self-correct and read the sentence again Notice the spelling of unfamiliar words and relate to known words Read the word lists for year 3	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read the word lists for year 4	Further develop and use knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words Read the word lists for year 5	Read the word lists for year 6

Blend and read simple words containing adjacent consonants (e.g. stop, best) Begin to identify constituent parts of simple two-syllable words (e.g. into, outside) Read contractions (for example, I'm, I'll, we'll), Read HFW and common exception words Begin to use analogy to read unknown words (e.g. look, took)	Read a wider range of exception words (e.g. English Curriculum Appendix 1) and HFW Read the rest of the sentence to work out the new word Check that the text makes sense to them as they read and correcting inaccurate reading				

Vocabulary

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Discuss word meanings, with support linking new meanings to those already known	Discuss and clarify the meanings of words; link new meanings to known vocabulary	Find the meaning of new words using substitution within a sentence. Show increased awareness of vocabulary and precise meaning Explain the meaning of words in context	Use dictionaries to check the meaning of words they have read Use a thesaurus to find synonyms Identify where an author uses alternatives and synonyms for common or overused words and speculate about the shades of meaning implied. Discuss new vocabulary and clarify the meaning of these words Find the meaning of new words using the context of the sentence.	Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary Use a thesaurus to find synonyms for a larger variety of words and investigate alternative word choices that could be made Read around the word' and explore its meaning in the broader context of a section or paragraph. Apply growing knowledge of root words, [prefixes and suffixes (etymology and morphology) to understand the meaning of new words.	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Check the plausibility and accuracy of their understanding, or inference about a word meaning by exploring its meaning in the broader context of the text Use morphology and etymology, to understand the meaning of new words that they meet. Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts.

infer

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Use pictures or words to make inferences Make basic inferences about characters' feelings by using what they say as evidence. Infer basic points with direct reference to the pictures and words in the text. Discuss the significance of the title and events	Make inferences about characters' feelings using what they say and do focusing on important moments in a text. For example; explain how the way a character speaks reflects their personality Infer basic points and begin, with support to pick up on more subtle references.	Infer characters feelings, motives, behaviour and relationships based on descriptions and their actions in the text Identify how settings are used to create atmosphere. Eg. What words in this description indicate that bad things might be about to happen in this place Justify inferences by referencing a specific point in the text.	Consolidate the skill of justifying inferences using a specific reference point in the text Combine personal experience and clues from the text to interpret and form opinions	Understand what is implied about characters and make judgements about their feelings, motivations and attitudes from the dialogue, action and descriptions Give more than one piece of evidence to support the point they are making.	Make inferences about events, feelings, states, thoughts and motives, giving more than one piece of evidence from different places across the text to support each point made. Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Distinguish between implicit and explicit points of view

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Predict events and endings Make simple predictions based on the story and on their own life experience. Comment on the significance of the title of a book and how this relates to the text	Make predictions using their own knowledge as well as what has happened so far to make logical predictions Look through a variety of books with growing independence to predict content and story development, drawing on experience of reading similar books Use an understanding of a variety of non-fiction texts to predict content and layout	Predict what might happen from details stated Justify predictions using evidence from the text. Use relevant prior knowledge to make predictions and justify them. Make simple predictions using experience of reading similar books (eg. comparing characters and settings to be able to make informed predictions)	Support predictions by using relevant evidence from the text Monitor predictions and compare them with the text as they read on Make connections between books by comparing characters, themes, plot lines, settings to be able to make informed predictions	Use relevant prior knowledge as well as details stated and implied in the text to form predictions and to justify them Discuss how and why they need to modify their predictions as they read on. Give different possible scenarios for events and actions	Make plausible predictions discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark

- **predict what the book will be about** (Reader use titles and cover illustrations, etc.)

- **predict the author's purpose** (Is the author trying to convince us of something? Does the author want to teach us something? etc.)

- **predict future events in the book** (Reader bases these predictions on previous events or character words and actions)

- **predict why an author included a specific text feature** (What does it teach us? What information does it help clarify?)

- **predict what they will learn from the text or section within a text** (Reader uses titles, headings, and subheadings to inform predictions)

- **predict what would happen next at the end of the book if it were to continue**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	2f Identify/explain how information/narrative content is related and contributes to meaning as a whole				

Begin to recognise some differences between fiction and non-fiction texts Recognise that print may be located in captions, fact boxes and diagrams in non-fiction texts Use the contents page in a non-fiction text to select which sections of a text to read	Begin to understand the purpose of different non-fiction texts (e.g. to tell you about…or to show you how…) Begin to identify the way texts are organised in a wider variety of genre (e.g. headings, chapters, or different non fiction text formats) Identify and discuss the format and text layout of fiction and poetry	Identify the features of a wide range of fiction, poetry, plays and non-fiction Identify how language, structure, and presentation contribute to meaning Use organisational features to orientate around a text (e.g. contents page, alphabetical order, websites)	Evaluate the effectiveness of structural, presentational and organisational features to locate information (e.g. paragraphs, sub-headings, indexes) Evaluate how structures in narrative can be used to affect the reader (e.g. chapter breaks, description/dialogue, use of illustration within longer text) Understand how style and vocabulary are linked to the purpose of the text (e.g. exaggerated writing in persuasive text)	Understand and comment on how the use of different structures and organisation impact on the pace, mood and atmosphere (e.g. sentence/paragraph length) Use knowledge of the language features and structures of a range of non-fiction texts to support understanding	Comment on how narratives are structured in different ways (e.g. dilemma and resolution, lost and found stories, quests, etc) Comment on how narrative structure can be used to engage and affect the reader (e.g. flashback, cliff hanger, illustration/text relationship) Understand how paragraphs are linked to build knowledge or tension
Identify and describe the main characters and actions/setting /events Explain characters reactions to events.	Explain how characters are perceived by other characters (e.g. like disliked) Begin to give opinions of the character	Identify and describe the main characters and actions/setting /events using direct reference to the text Explain character reactions to events and thier interactions with others. Explain how characters are perceived by other characters using greater shades of meaning (feared, envied)	Explain characters reactions to events as well as characters interactions with others. Explain how the author made the reader react to characters Compare characters' similarities and differences	Explain characters reactions/ actions and how their feelings change throughout the story.	
		Begin to distinguish between fact and opinion		Recognise how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.	In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction

2g: Identify/explain how meaning is enhanced through choice of words and phrases

Recognise and join in with predictable phrases and simple recurring literary language	With the help of the teacher, notice literary effects used by fiction writers and the formal language of different types of non-fiction Recognise simple recurring literary language in stories and poetry Identify words and phrases chosen for effect on the reader Discuss their favourite words and phrases as well as their own views about a text	Discuss words that capture the readers interest or imagination Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs. Understand how vocabulary is linked to the purpose of the text (e.g. imperative verbs, technical vocabulary)	Find and comment on the choice of language to create moods, feelings, attitudes and build tension Discuss the meaning of similes and other comparisons they have read Identify the effects of different words and phrases as well as how they help build meaning and capture the readers interest. (e.g. to create humour, images and atmosphere	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. to persuade, to convey feelings, to entice a reader to continue. Comment on the success of language choices in creating mood and atmosphere in a variety of texts	Identify and discuss figurative language, idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and how this impacts the reader and contributes to meaning or mood. Comment critically on how a writer uses language to imply ideas, attitudes and points of view and explain how writers can use language to influence reader's viewpoint

2h: Make comparisons within the text and across texts (including identifying themes)

Give my opinion including likes and dislikes Comment on the significance of the title of a book and how this relates to the text	Express my own views and feelings about a book or poem Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts	Begin to identify and comment on different points of view in the text Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author. Identify simple morals an author is conveying in a story or poem Draw on previous experience of authors and types of books to inform choices of themes	Express preferences and make informed recommendations based on a wide range of texts encountered Collect information to compare and contrast events, characters or ideas. Identify themes in a range of books Compare and contrast books and poems on similar themes.	Discuss the themes from a chapter or text Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text Begin to comment on the way that authors' viewpoints can influence the way that information or themes are treated	Express preferences for texts by combining an understanding of significant ideas, themes, events and characters and their impact on the reader Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Identify how some writers attempt to challenge conventions in narrative (e.g. "Handsome Hero" and Shrek) Compare and contrast the way that fiction and non-fiction texts treat the same themes (e.g. Iron Age fiction, Stories set in Africa)

RETRIEVE

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Answer a question about what has just happened in a story. Develop 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. Answer questions about the main points of a simple text, Answer simple literal retrieval questions about a text e.g. about character and plot Check information in text against the illustrations, particularly in non-fiction and comment on the content	Independently read and answer simple questions about what they have just read. Recall the main events or facts of a text with growing independence Make simple comments on obvious features by referring back to the text, (e.g. main character, beginning, middle and end) Locate pages/sections of interest (e.g. favourite characters, events or pictures). Locate key vocabulary and specific information in fiction text to find answers to simple questions Locate and interpret information in non-fiction, making full use of non-fiction layout Use contents page and glossary in non-fiction books to locate information in response to simple questions	Use the skills of 'skim and scan' to retrieve details. Refer back to the text for evidence. Use contents and index to help retrieve information	Confidently skim and scan texts to retrieve details, Use relevant quotes to support their answers to questions. Use text marking to support retrieval of information or ideas from texts	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 Justify opinions by retrieval of information/ quotations from the text	Use evidence from across whole chapters or texts Use retrieval skills to respond to increasingly abstract question prompts (e.g. what does the passage tell us about the character?)

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Retell familiar stories orally e.g fairy stories and traditional tales Sequence the events of a story they are familiar with	Identify the sequence of events eg. Which event happened first? What happened after he fell over? Become increasingly familiar with and able to retell a wider range of stories using a variety of story language. Begin to identify how events/ items of information are linked	Identify main ideas drawn from a key paragraph and summarise these Begin to distinguish between the important and less important information in a text. Give a brief verbal summary of a text	Identify main ideas drawn from more than one paragraph or a page and summarise these	Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details. Quote and adapt information into their own words to show understanding of the text as a whole	Summarise information from across an entire text, in addition to chapters or paragraphs and link information by analysing and evaluating ideas between sections of the text. Decide what to include in note taking to gain a precise summary of key points Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read