

Reading Knowledge and Skills Progression

VOCABULARY

Year 3

- Make links between new texts and prior knowledge
- Understand the meaning of words in context (Tier 2 vocabulary)
- Use dictionaries to check meanings of unfamiliar words (Tier 3 vocabulary)
- Understand and use poetry terminology: rhythm, rhyme, stanza, verse, line

Year 4

- Make links between new texts and prior knowledge
- Understand the meaning of words in context
- Find synonyms for Tier 2 words identified by the teacher
- Use dictionaries to check meanings of new words (Tier 3 vocabulary)
- Understand and use poetry terminology: rhythm, rhyme, stanza, verse, line

Year 5

- Identify themes and conventions in texts
- Understand the meaning of words in context
- Use synonym replacement to explore vocabulary choices
- Create glossaries for Tier 3 vocabulary
- Understand and identify imagery and discuss its impact on the reader
- Make comparisons within and across books

Year 6

- Make comparisons within and across books
- Understand the meaning of words in context
- Create glossaries for Tier 3 vocabulary
- Identify and understand themes in texts
- Identify language features used in poetry

FLUENCY

Year 3

- Distinguish between speech and the rest of the text when reading aloud
- Respond to punctuation appropriately when reading aloud
- Read aloud showing understanding of rhythm (poetry)
- Read aloud showing understanding of pace (poetry)
- Read aloud showing understanding of emphasis (poetry)

Year 4

- Use adverbials to guide how text is read aloud
- Respond to punctuation appropriately when reading aloud
- Read aloud showing understanding of emphasis (poetry)

Year 5

- Maintain fluency and prosody when reading complex sentences
- Respond to punctuation for parenthesis and adjust expression accordingly
- Adjust voice to help a listener understand
- Perform a poem with appropriate expression

Year 6

- Maintain fluency and prosody when reading complex sentences
- Respond to punctuation for parenthesis and adjust expression accordingly
- Adjust voice to help a listener understand
- Communicate meaning to the reader by adjusting tone of voice
- Perform part of a poem by heart
- Read extended sentences smoothly with appropriate pace and expression
- Sustain accurate and expressive reading when encountering complex sentence structures

RETRIEVAL

Year 3

- Retrieve information about a character
- Retrieve information from non-fiction texts
- Identify and understand the purpose of titles, headings, sub-headings and paragraphs

Year 4

- Draw and label a character based on descriptions in the text
- Retrieve information from non-fiction texts
- Identify and understand the purpose of titles, headings, sub-headings, paragraphs, captions and diagrams

- Use features of non-fiction texts to locate information

Year 5

- Retrieve information to support inferences about characters
- Identify how language and structure contribute to meaning in non-fiction
- Distinguish between fact and opinion

Year 6

- Retrieve information to support inferences
- Identify how language, structure and presentation contribute to meaning in non-fiction
- Differentiate between fact and opinion
- Know the features of a playscript

INFERENCE

Year 3

- Infer a character's feelings
- Infer a character's thoughts
- Understand a character's point of view
- Identify the difference between what a character says and what they think
- Find evidence to support opinions about characters
- Infer feelings and thoughts with supporting evidence

Year 4

- Find evidence to support opinions (inference with evidence)
- Infer a character's motives
- Infer a character's thoughts
- Retrieve and infer information about characters

Year 5

- Infer a character's feelings, thoughts and motives and justify with evidence
- Infer what a character is thinking or feeling
- Infer a character's motive
- Explain why a character makes specific decisions
- Explain and discuss understanding of texts

Year 6

- Justify inferences with evidence

- Support inferences using clear evidence from the text
- Use evidence from the text to back up interpretations and inferences
- Explain why characters hide their thoughts from others
- Explore reasons why characters may conceal thoughts or feelings

PREDICTION, SEQUENCING and SUMMARISING

Year 3

- Predict what could happen from details stated
- Sequence key points of action

Year 4

- Predict what could happen from details stated
- Sequence key points of action
- Summarise information in paragraphs (create alternative sub-headings)

Year 5

- Predict what might happen from details stated and implied
- Summarise main ideas drawn from more than one paragraph

Year 6

- Predict what might happen from details stated and implied
- Draw together ideas from across several paragraphs and present a clear summary
- Summarise ideas drawn from more than one paragraph

LANGUAGE AND IMPACT

Year 3

This skill is introduced more explicitly in Year 4

Year 4

- Understand how language contributes to meaning
- Consider the impact of language on the reader

Year 5

- Consider the impact of language on the reader
- Evaluate how language impacts the reader
- Understand how language contributes to meaning
- Identify how language and structure contribute to meaning

Year 6

- Understand how language contributes to meaning
- Analyse how specific language choices influence the reader's response
- Evaluate how language impacts the reader
- Consider the impact of language on the reader (highlighting words/phrases)
- Identify how language, structure and presentation contribute to meaning

COMPARISON AND DISCUSSION

Year 3

- Make links between texts (compare with known texts)
- Identify whether statements are true or false

Year 4

- Make links between texts (compare with known texts)
- Compare texts focusing on character and setting

Year 5

- Provide reasoned justification for views
- Use evidence from texts to inform opinions
- Compare themes across a book
- Compare how characters have changed over the course of reading
- Recommend a book and give reasons
- Use facts to debate a topic

Year 6

- Make comparisons within and across books
- Use evidence from texts to inform opinions
- Compare themes across a book
- Compare how characters have changed
- Recommend a book and give reasons
- Ask questions to improve understanding of texts
- Generate questions that deepen understanding

- Explore and recognise key themes presented within texts

NON-FICTION TEXT FEATURES

Year 3

- Identify and understand the purpose of titles, headings, sub-headings and paragraphs
- Label features and match features to their purpose

Year 4

- Identify and understand the purpose of titles, headings, sub-headings, paragraphs, captions and diagrams
- Use features of non-fiction texts to locate information
- Summarise information in paragraphs

Year 5

- Identify how language and structure contribute to meaning
- Distinguish between fact and opinion

Year 6

- Identify how language, structure and presentation contribute to meaning
- Differentiate between fact and opinion
- Summarise ideas drawn from paragraphs