The Cambridge Primary School

Reading Knowledge and Skills Progression

Reading skill	Year 3	Year 4	Year 5	Year 6
Vocabulary	• 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	• 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	• 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	• 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	• 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)	• Use adverbials to guide how text is read aloud • Respond to punctuation appropriately when reading aloud • Read aloud showing understanding of emphasis (poetry)	• 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	• 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	• Retrieve information about a character • Retrieve information from non-fiction texts • Identify and understand the purpose of titles, headings, sub-headings and paragraphs	• 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	• Retrieve information to support inferences about characters • Identify how language and structure contribute to meaning in non-fiction • Distinguish between fact and opinion	• 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	• 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	• Find evidence to support opinions (inference with evidence) • Infer a character's motives • Infer a character's thoughts • Retrieve and infer information about characters	• 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	• 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	• Predict what could happen from details stated • Sequence key points of action	• Predict what could happen from details stated • Sequence key points of action • Summarise information in paragraphs (create alternative sub-headings)	• Predict what might happen from details stated and implied • Summarise main ideas drawn from more than one paragraph	• 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	• This skill is introduced more explicitly in Year 4	• Understand how language contributes to meaning • Consider the impact of language on the reader	• 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	• 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	• Make links between texts (compare with known texts) • Identify whether statements are true or false	• Make links between texts (compare with known texts) • Compare texts focusing on character and setting	• 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	• 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	• Identify and understand the purpose of titles, headings, sub-headings and paragraphs • Label features and match features to their purpose	• 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	• Identify how language and structure contribute to meaning • Distinguish between fact and opinion	• Identify how language, structure and presentation contribute to meaning • Differentiate between fact and opinion • Summarise ideas drawn from paragraphs