



Reading Progression at North Cadbury C of E Primary School

At North Cadbury, we believe that developing children as expert and enthusiastic life-long readers is a fundamental entitlement for every individual pupil. Reading is the key that opens many doors and successful readers will have a head start in all that they do.

In order to ensure that we are teaching reading in its fullest sense, we have separated the teaching of reading into 3 explicit strands:

1. **Enjoyment – Reading for Pleasure**
2. **Fluency & Prosody**
3. **Comprehension**

Our progression document outlines how we actively teach the different elements of these strands.

| Progression in Vocabulary | | | |
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| Vocabulary is key to reading comprehension. Children must know the meaning of words to understand what they are reading. As children read more advanced texts, they must learn the meaning of new words that are not part of their everyday vocabulary. Children use strategies to work out the meaning of unfamiliar words, such as using words in context or being able to explore the meaning of words in a dictionary and thesaurus. | | | |
| Elements | Year 1 and Year 2 | Year 3 and Year 4 | Year 5 and Year 6 |
| Word Meaning | <ul style="list-style-type: none">• Discuss and clarify the meaning of words.• Make links between new words and known words.• Use vocabulary given by the teacher.• Apply phonic knowledge (blending and segmenting to decode) to accurately read aloud books that are consistent with development.• Notice if a sentence does not make sense and self-correct.. | <ul style="list-style-type: none">• Discuss new and unusual vocabulary and clarify the meaning.• Use a dictionary to check the meaning and a thesaurus to find synonyms.• 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, using a dictionary to check understanding.• Investigate alternative word choices that could be used.• Read around the word and explore meaning in the broader context of a section or paragraph. |

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| Exploring Vocabulary | <ul style="list-style-type: none"> ● Discuss favourite words and phrases ● Recognise recurring language in stories and poems and join in with repetitive phrases. | <ul style="list-style-type: none"> ● Identify how language choices help build meaning. ● Discuss words that have been used to capture the reader's interest or imagination, and the effect they have on the reader | <ul style="list-style-type: none"> ● Discuss and evaluate how the author's choice of language impacts the reader. ● Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. |
| To do this, I must already know and understand | <ul style="list-style-type: none"> ● That words have meanings and that different words can mean the same thing. ● That stories and poems can have repeating patterns. ● Words can offer an extra layer of meaning e.g. walked and wandered. ● That some texts have glossaries and that these can provide the meanings of unfamiliar words. | <ul style="list-style-type: none"> ● Alphabetical order (for dictionary and thesaurus use) ● That a dictionary defines words whereas a thesaurus provides synonyms. ● That different texts have different vocabulary choices e.g. specialised vocabulary will depend on the genre or topic. ● That features such as the glossary can help me to find the meaning of unfamiliar, subject specific words. | <ul style="list-style-type: none"> ● That an author chooses words carefully and that changing these can change the mood of the text. ● How to use a dictionary, thesaurus and glossary, confidently, using alphabetical order. ● How to evaluate word choices used for effect. ● That figurative language includes simile, personification, hyperbole and metaphor. |
| Question Stems | <ul style="list-style-type: none"> ● What does the word mean in this sentence? ● Find and copy a word which means ● What does this word or phrase tell you about ? ● Which word in this section do you think is the most important? Why? ● Which of the words best describes the character/setting/mood, etc? ● Can you think of any other words that the author could have used to describe this? ● Why do you think is repeated in this section? | | <ul style="list-style-type: none"> ● What do the words and suggest about the character, setting and mood? ● Which word tells you that ? ● Which keyword tells you about the character/setting/mood? ● Find one word in the text which means ? ● Find the word which is closest in meaning to ● Find a word or phrase which shows/suggests that |

Progression in Inference

Inference is a key reading comprehension skill. It requires children to be detectives and read between the lines in the text, as sometimes, an author will not tell us directly that a character is feeling sad, but they will give us clues in the way they write about how a character looks, moves, speaks, etc. Children use these clues as evidence to explain their ideas about a text.

| Elements | Year 1 and Year 2 | Year 3 and Year 4 | Year 5 and Year 6 |
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| Exploring Characters | <ul style="list-style-type: none"> ● Use what a character says and does to work out how the character is feeling. | <ul style="list-style-type: none"> ● Use a character's actions to help identify their motives or intentions. | <ul style="list-style-type: none"> ● Discuss and describe the character's feelings, thoughts, motives and how they change and develop by using subtle clues, giving more than one piece of evidence to support each point made. |
| Exploring the Text | <ul style="list-style-type: none"> ● Use pictures and speech as clues. ● Use words from the text as clues to work out the basic meaning. ● With support, they can begin to pick up on more subtle references. ● Check their own understanding by asking questions. | <ul style="list-style-type: none"> ● Use what they have read to help them understand why certain actions and events have occurred (e.g. I know that George tricked his friends because they were being unkind to him and leaving him out of games). | <ul style="list-style-type: none"> ● Explain actions, moods and events that have occurred using clues from the text (e.g. a fight has broken out because of hostility that characters have shown towards each other). ● Recognise figurative language as evidence to further support ideas about the text. |
| Using Evidence from the Text | <ul style="list-style-type: none"> ● Talk about why a story title might have been chosen. | <ul style="list-style-type: none"> ● Back up ideas by using specific evidence from the text and know that more than one piece of evidence can be used to support ideas. | <ul style="list-style-type: none"> ● Explain how evidence from the text clearly supports these ideas. ● Support an opinion by drawing on more than one piece of evidence from across a longer text. |
| To do this, I must already know and understand | <ul style="list-style-type: none"> ● That words can hint at meaning e.g. 'cried' means they were upset. ● That pictures can show me how a character feels or what a setting is like. ● That words, phrases or images can provide clues to answer questions (e.g. how a character is feeling). ● That behaviours can hint at how a character is feeling e.g. 'he panted heavily' means a character is tired. | <ul style="list-style-type: none"> ● That words and phrases convey meaning and these provide hints or clues about actions or events. ● That authors often show us through behaviours and actions, rather than explicitly tell us, how a character is feeling. | <ul style="list-style-type: none"> ● That words provide hints or clues about actions or events, including figurative language. ● That authors carefully use powerful words to create a different atmosphere or mood. |

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| Question Stems | <ul style="list-style-type: none"> ● Why was feeling ? ● Why did happen? ● Why did say ? ● Can you explain why ? ● What do you think the author intended when they said ● How does make you feel? | <ul style="list-style-type: none"> ● Find and copy a group of words which show that ● How do these words make the reader feel? How does this paragraph suggest this? ● How do the descriptions of show that they are ? ● How can you tell that ? ● What impression of do you get from these paragraphs? ● What voice might these characters use? ● What was thinking when? |
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Progression in Prediction

Prediction is a valuable strategy to improve reading comprehension. It encourages children to think ahead and ask questions. Prediction also allows children to understand texts by making connections to what they are reading, making links to their own experiences and existing knowledge.

| Elements | Year 1 and Year 2 | Year 3 and Year 4 | Year 5 and Year 6 |
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| Say what will happen | <ul style="list-style-type: none"> • Say what might happen on the basis of what has been read so far and explain ideas verbally or through pictures. • Suggest what will occur based on the story and on their own life experience. | <ul style="list-style-type: none"> • To justify ideas and suggest what might happen, using relevant knowledge and quotes from the text. • Make note of suggestions and compare them with the text as they read on. | <ul style="list-style-type: none"> • To use details stated and implied information to say what might happen. • Confirm and modify ideas as they read on. |
| Justify ideas using text | <ul style="list-style-type: none"> • use evidence from the text to justify and explain ideas | | |
| To do this, I must already know and understand | <ul style="list-style-type: none"> • That prediction is me giving my opinion about what might happen. • That some stories have similar plots, endings or characters e.g. happy endings in fairy stories. • That I can use picture clues to make a prediction. | <ul style="list-style-type: none"> • That stories contain a climax and a resolution. • That I can use my knowledge, experience or evidence from other stories to make predictions. • That I must justify my predictions e.g. I think this because... | <ul style="list-style-type: none"> • That 'implied' means a hint or a suggestion in the text. • That I can use a wide range of evidence to justify my predictions. • That I can support my ideas with more than one piece of evidence. • That many stories share the same plot development. |
| Question Stems | <ul style="list-style-type: none"> • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen next? • What do you think the last paragraph suggests will happen next? | | |
| | <ul style="list-style-type: none"> • What is happening now? What happened before this? • Do you think the choice of setting will influence how the plot develops? How? • Do you think will happen? Yes, no or maybe? Explain your answer using evidence from the text | | |

Progression in Explanation and Opinions

Explanation is the process of making something clearer or easier to understand. This may be through telling, showing or giving a reason for a point of view. Opinion is the personal point of view of an individual and these differ from person to person. Children use evidence from the texts and their own personal experiences, to inform their explanations or opinions.

| Elements | Year 1 and Year 2 | Year 3 and Year 4 | Year 5 and Year 6 |
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| Strategies | <ul style="list-style-type: none"> ● Explain clearly their understanding of what has been read or listened to, linking to their own experiences. ● Express views about literature, including likes and dislikes. ● Discuss some similarities between texts. ● Listen to the opinion of others. | <ul style="list-style-type: none"> ● Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books. ● Identify how language, structure, and presentation contribute to meaning. ● Discuss the author's use of words and phrases and how they capture the reader's interest and imagination. | <ul style="list-style-type: none"> ● Provide justification for views. ● Recommend books for peers. ● Begin to challenge other people's points of view. ● Begin to distinguish between fact and opinion. How do they know this? ● Discuss how presentation and structure contribute to meaning. ● Give reasons and evaluate how authors use language, including figurative language, considering the impact on the reader. ● Explain and discuss understanding of what has been read through presentations and debates. |
| To do this, I must already know and understand | <ul style="list-style-type: none"> ● That an opinion is a personal thought, backed up with evidence from the text (e.g. I don't like the big, bad wolf because...) ● How to use my own experiences to answer questions. ● That some books can share similarities (e.g. fairy tales often have an evil character). | <ul style="list-style-type: none"> ● That texts are arranged in order to aid meaning: title, contents page, index, glossary, subheading, captions, diagrams. ● That the mood is the feeling created by the author. ● That stories often have messages. ● That a point of view is an author's or character's belief. | <ul style="list-style-type: none"> ● How to support answers with evidence from the text, my own opinions and/or experiences. ● That I must listen to and consider different points of view and weigh up arguments. ● How to justify predictions with more than one piece of evidence e.g. I think this because of... and... ● That a fact is a true statement whereas an opinion is a belief which may or may not be true. |

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| Question Stems | <ul style="list-style-type: none"> ● Who is your favourite character? Why? ● Why do you think all the main characters are girls/boys in this book? ● Would you like to live in this setting? Why/why not? ● Is there anything you would change about this story? ● Do you like this text? What do you like about it? | <ul style="list-style-type: none"> ● Why is the text arranged in this way? ● What structures has the author used? ● What is the purpose of this text feature? ● Is the use of effective? ● The mood of the character changes throughout the text. Find and copy phrases that show this. ● What is the author's point of view? ● What effect does have on the audience? ● How does the author engage the reader here? ● Which words and phrases did effectively? ● Which section was the most/least exciting/interesting part? ● How are these sections linked? |
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Progression in Retrieval

Retrieval is one of the first reading skills children develop. It involves responding to questions and identifying and recording important information from a text. Retrieval is considered the most significant reading skill in aiding a child's understanding of a text and needs to be taught and practised regularly.

| Elements | Year 1 and Year 2 | Year 3 and Year 4 | Year 5 and Year 6 |
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| Finding and Using Information | <ul style="list-style-type: none"> ● Answer a question about what has just happened in a story. ● Ask and answer questions about characters, events, titles and information. ● Recognise differences between fiction and non-fiction texts. ● Retrieve information from pictures and by finding key words. | <ul style="list-style-type: none"> ● Become confident with the skill of 'skim and scan' to retrieve details. ● Use relevant quotes from the text to support answers to questions. ● Retrieve and record information from a fiction text and non-fiction text. | <ul style="list-style-type: none"> ● Read, retrieve and present information from a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry, archaic and non-fiction texts. ● Ask my own questions and follow a line of enquiry |
| To do this, I must already know and understand | <ul style="list-style-type: none"> ● That words or phrases carry meaning. ● How to listen carefully to a story and join in with actions. ● That some books are fiction and some books are non-fiction; therefore, organised differently ● How to use a contents page and title, and understand the purpose of a blurb. ● That answers can be taken directly from the text. ● How to identify and underline key words in a question to help find an answer in a text. | <ul style="list-style-type: none"> ● That information can be retrieved from a glossary or index. ● How to look back and scan the text for keywords or phrases, these are often in the question. | <ul style="list-style-type: none"> ● How to skim and scan ● That there are many genres, each with their own unique features. ● How to use question stems to ask and answer my own questions. ● That non-fiction texts are organised in different ways e.g. Fact boxes, captions, diagrams, flow charts. |

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| Question Stems | <ul style="list-style-type: none"> ● What kind of text is this? ● Who did? ● When did ? ● Where did ? ● What happened when ? ● Why did happen? ● How did ? ● How many ? ● What happened to ? | <ul style="list-style-type: none"> ● How would you describe this story/text? What genre is it? <p>How do you know?</p> <ul style="list-style-type: none"> ● How did ? ● How often ? ● Who had ? Who is ? Who did ? ● What happened to ? ● What does do? ● How is ? ● What can you learn from from/in this section? ● Give one example of ● This story is told from whose perspective? |
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Progression in Summarising and Sequencing

These are the key skills of selecting only the key information from what has been read and to placing it in a logical, structured order. A summary is a condensed account of what has been read, without needless details, whilst ensuring the overall meaning is not lost. Sequencing is the ability to place this information in the correct order that it happened.

| Elements | Year 1 and Year 2 | | Year 3 and Year 4 | Year 5 and Year 6 |
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| Sequence, Summarise and Retell | <ul style="list-style-type: none"> ● Retell familiar stories orally using a wide variety of story language. ● Orally sequence the events of a story they are familiar with. ● Discuss and order the events of a text and identify how items of information are related. | | <ul style="list-style-type: none"> ● Give a brief verbal summary of a story. ● Summarise main ideas, distinguishing between the important and less important information in a text ● Outline whole paragraphs, chapters or texts. | <ul style="list-style-type: none"> ● Sum up the main ideas drawn from more than one paragraph, identify key details to support the main ideas. ● Summarise entire texts using a limited/given amount of words or paragraphs. ● Analyse, evaluate and link ideas from across a text. |
| Discussing the Text | <ul style="list-style-type: none"> ● Discuss how events are linked. | | <ul style="list-style-type: none"> ● Discuss and identify main ideas drawn from a key paragraph or page ● Discuss and identify themes from a wide range of books | <ul style="list-style-type: none"> ● Identify and discuss the themes or conventions from a chapter or text across a range of different genres. ● Make comparisons across different books. |
| To do this, I must already know and understand | | <ul style="list-style-type: none"> ● Plots of key traditional tales and fairy tales. ● Traditional story language such as once upon a time, happily ever after. ● That storyboards or actions can help me to sequence events. ● A variety of time words eg. after, next, then. ● That stories often share plot development and need a beginning, middle and end. ● How to retell orally using story maps. | <ul style="list-style-type: none"> ● That a summary uses essential words and phrases to convey the main point or main events of a text. ● How to condense information into key words or sentences. ● How to use time adverbials to sequence key events. | |

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| Question Stems | <ul style="list-style-type: none"> ● What kind of text is this? ● Who did? ● When did ? ● Where did ? ● What happened when ? ● Why did happen? ● How did ? ● How many ? ● What happened to ? | <ul style="list-style-type: none"> ● How would you describe this story/text? What genre is it? <p>How do you know?</p> <ul style="list-style-type: none"> ● How did ? ● How often ? ● Who had ? Who is ? Who did ? ● What happened to ? ● What does do? ● How is ? ● What can you learn from from/in this section? ● Give one example of ● This story is told from whose perspective |
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