

# The Holy Family Catholic Primary School Reading Skills and Knowledge Progression



Vocabulary					
EYFS	Year 1	Year 2	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Listen to stories and understand what is happening with the help of the pictures.</li> <li>• Use vocabulary and language which feature in stories, non fiction as well as poetry but are not used everyday Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple and recurring literary language</li> <li>• Identify the meaning of vocabulary in context</li> <li>• Explain their understanding of texts that are pitched beyond the level they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss effective language choices, e.g. 'slimy' is a good word there because ...</li> <li>• Identify that adverbs help to tell us how the character is feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Note examples of descriptive language and explains the mood or atmosphere they create</li> <li>• Notice key words and phrases used to convey passing of time to introduce paragraphs or chapters</li> <li>• Identify how specific words and phrases link sections, paragraphs and chapters</li> <li>• Identify how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of strategies to identify the meaning of new vocabulary</li> <li>• Identify examples of effective description that evoke time or place commenting both on word and sentence choice</li> <li>• Note words and phrases in pre twentieth century writing which have changed their meaning over time</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and explain the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition</li> <li>• Notice where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand'</li> </ul>

# The Holy Family Catholic Primary School Reading Skills and Knowledge Progression



Retrieving						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Link events in a story to their own experiences.</li> <li>• Talk about the plot and the main problem in the story.</li> <li>• Identify the main characters in the story, and talk about their feelings, actions and motives.</li> <li>• Practise possible conversations between • characters.</li> <li>• Engage in non-fiction books. Talk about selected non-fiction to develop a familiarity with new knowledge and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• With support, justify views about texts they have had read to them e.g. use the word 'because'</li> <li>• Recognise patterns in texts, e.g. repeated phrases and refrains</li> <li>• Discuss the significance of the title</li> <li>• Observe the punctuation and uses this to aid understanding</li> <li>• Retrieve key information from a text</li> <li>• Identify complete sentences</li> <li>• Identify typical phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Identify words and phrases that link events</li> <li>• refer back to the text for evidence</li> <li>• Retrieve information stated within text</li> <li>• Use evidence from a text – may look through the book to help them remember</li> <li>• Show awareness of use of features of organisation e.g. index</li> <li>• Make statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. 'I think she is selfish/kind/angry because it says she ...'</li> <li>• Begins to understand that written language (standard English) has conventions that don't apply in spoken language</li> </ul>	<ul style="list-style-type: none"> <li>• Refer back to the text for evidence when explaining</li> <li>• Extract information from tables and charts</li> <li>• Recognise some different forms of poetry</li> <li>• Retrieve information from text where there is competing information</li> <li>• Use contents pages and indexes to locate, retrieve and record information from non-fiction texts</li> <li>• Recognise different</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the introduction, build-up, climax or conflict and resolution in narrative</li> <li>• Identify a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning</li> <li>• Identify key words and phrases as evidence when making a point</li> <li>• Identify the structure and features of a range of non-fiction, narrative and poetry texts.</li> <li>• Analyse how structural and presentational features</li> </ul>	<ul style="list-style-type: none"> <li>• Comments on use of language using terminology including onomatopoeia, metaphor, personification</li> <li>• Notes how cohesion is achieved in different ways</li> <li>• Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</li> <li>• Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</li> <li>• Identify and compare underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve information, referring to more than one place in the text, and where there is competing information</li> <li>• Recognise how the author of non-fiction texts expresses, sequences and links points</li> <li>• Explain how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading</li> <li>• Consider when a story was first published, and discusses the audience that the author had in mind,</li> </ul>

*'As a family we live, love, learn and celebrate with Jesus.'*

# The Holy Family Catholic Primary School Reading Skills and Knowledge Progression



	<p>e.g. story opening and ending</p> <ul style="list-style-type: none"> <li>• Understand that there is a range of non-fiction texts, e.g. different layouts for instructions</li> <li>• Begin to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in nonfiction</li> <li>• Comment on things that interest them</li> </ul>	<ul style="list-style-type: none"> <li>• Explains differences between fiction and non-fiction</li> <li>• Understands that books can be used to find things out, and is beginning to do so</li> <li>• Recognises that information is grouped according to subject</li> <li>• Begins to use dictionaries, glossaries and indexes to locate meanings and information</li> <li>• Identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story identifies elements of an author's style e.g. familiar characters, settings or common themes</li> <li>• Identifies how settings and characters are created using specific vocabulary that creates imagery</li> <li>• Identifies that the verbs used for dialogue tell us how a character is feeling e.g. "I grabbed ...." or ... he shouted.</li> </ul>	<p>narrative genres</p> <ul style="list-style-type: none"> <li>• Notice the difference between 1st and 3rd person accounts</li> <li>• Identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in instructions</li> </ul>	<p>contribute to purpose in a range of texts</p> <ul style="list-style-type: none"> <li>• Identify events that are presented in more detail and those that are skimmed over</li> <li>• Identify underlying themes in a range of narrative texts e.g. courage over adversity, loss</li> <li>• Identify the way descriptive language and small details are used to build an impression of an unfamiliar place</li> <li>• Identify figurative and expressive language that builds a fuller picture of a character.</li> </ul>	<p>throughout a narrative and note how the author keeps reinforcing the theme throughout.</p> <ul style="list-style-type: none"> <li>• Identify how an author varies pace by using direct or reported speech at different points in a story</li> <li>• Comment on how a character is built and presented, referring to dialogue, action and description</li> <li>• Retrieve, record and present ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text</li> <li>• Identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader</li> </ul>	<p>when reading texts from our literary heritage</p> <ul style="list-style-type: none"> <li>• Identify and analyse conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups</li> </ul>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# The Holy Family Catholic Primary School Reading Skills and Knowledge Progression



Summarising						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Retell a story (once they have developed a deep familiarity with the text, some as exact repetition and some in their own words).</li> </ul>	<ul style="list-style-type: none"> <li>Identifies how non-fiction texts are sequenced</li> <li>Identifies the beginning, middle and end of stories and pattern in poetry</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?</li> </ul>	<ul style="list-style-type: none"> <li>Summarises main ideas from a text</li> <li>Begins to identify themes across texts e.g. friendship, good and evil, bullying</li> </ul>	<ul style="list-style-type: none"> <li>Explains and justifies an opinion on the resolution of an issue/whole narrative</li> <li>Summarises the main ideas of a nonfiction text</li> </ul>	<ul style="list-style-type: none"> <li>Summarises the main ideas from more than one text to support note taking</li> <li>Analyses information from tables and charts and can incorporate this information into a summary of the whole text</li> </ul>	<ul style="list-style-type: none"> <li>Summarises competing views</li> <li>Analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour</li> <li>Discusses main ideas from a text within a group and summarises the discussion</li> </ul>

# The Holy Family Catholic Primary School Reading Skills and Knowledge Progression



Inferring						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Comment on pictures in stories – for example: “It looks like the boy is a bit worried...”</li> <li>• Ask and answer questions “I wonder what the caterpillar is doing now?”</li> <li>• When an adult comments on the pictures in a book the child responds with what they can see/ what is happening and contribute their own ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Identify goals/motives of the main character on the basis of what they have said and done e.g. ‘I think she wants her daddy to help her build a sandcastle.’</li> <li>• Express preferences linked to own experiences e.g. ‘I like going to the beach too’.</li> <li>• Use different voices for characters</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate empathy with characters looking at descriptions and actions</li> <li>• Identify evidence of change as a result of events, for example in character behaviour</li> <li>• Recognise that different characters have different thoughts/feelings and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest reasons for actions and events</li> <li>• Infer characters’ feelings, motives, behaviour and relationships based on descriptions and their actions in the story</li> <li>• Identify with characters and makes links with own experiences when making judgements about the characters’ actions</li> <li>• Justify their views about what they have read</li> <li>• Identify how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad</li> </ul>	<ul style="list-style-type: none"> <li>• Identify techniques used by the author to persuade the reader to feel sympathy or dislike</li> <li>• Justify opinions of particular characters</li> <li>• Distinguish between fact and opinion</li> <li>• Make deductions about the motives and feelings that might lay behind characters’ words</li> <li>• Summarise the way that the setting affects characters’ appearance, actions and relationships e.g. ‘The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the classmates in The Angel of Nitshill Road’</li> </ul>	<ul style="list-style-type: none"> <li>• Provide evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</li> <li>• Recognise that characters may have different perspectives in the story</li> <li>• Consider the time and place where a story is set and looks for evidence of how that affects characters’ behaviour and/or plot development</li> <li>• Explore in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text</li> <li>• Summarise ideas across paragraphs, identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Draw reasoned conclusions from non-fiction texts which present differences of opinion</li> <li>• Analyse why and how scene changes are made and how they affect characters and events</li> <li>• Distinguish between implicit and explicit points of view</li> <li>• Identify and summarise underlying themes in a range of narrative texts noting where there are several themes competing in a text</li> <li>• Provide evidence to explain how themes emerge and conventions are</li> </ul>



# The Holy Family Catholic Primary School Reading Skills and Knowledge Progression

	<p>when reading dialogue aloud</p> <ul style="list-style-type: none"> <li>• Use different voice pitch to indicate whether they are reading an exclamation or question</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the way a character speaks reflects their personality</li> <li>• Identify common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour</li> <li>• Evaluate simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why</li> <li>• With support, justify their views about what they have read</li> </ul>	<p>things might be about to happen in this place?</p> <ul style="list-style-type: none"> <li>• Identify evidence of relationship between characters based on dialogue and behaviour</li> <li>• Analyse the use of language to set scenes, build tension or create suspense</li> <li>• Explain how words/phrases in the description are linked to create suspense</li> <li>• Explain how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on the way key characters respond to a problem</li> <li>• Make deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected</li> <li>• Explore alternative outcomes to an issue</li> <li>• Analyse dialogue, making judgements about the extent to which characters reveal their true feelings or motives</li> <li>• Evaluate texts for their appeal for the intended audience</li> </ul>	<p>key details that support the main ideas</p> <ul style="list-style-type: none"> <li>• Identify conventions across a range of non-fiction text types and forms e.g. first person in autobiographies and can identify where a common convention has been broken/breached/ignored</li> <li>• Offer reasons for why the author may have chosen to do this</li> <li>• Analyse characters' appearance, actions and relationships and make deductions about differences in patterns of relationships and attitudes</li> <li>• Identify examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context</li> <li>• Show understanding through emphasis, intonation and volume when performing</li> </ul>	<p>applied in a range of fiction and non-fiction genres</p> <ul style="list-style-type: none"> <li>• Explain underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.</li> <li>• Explain the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader</li> <li>• Identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody</li> </ul>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# The Holy Family Catholic Primary School Reading Skills and Knowledge Progression



Prediction						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Predict what will happen next in the story</li> </ul>	<ul style="list-style-type: none"> <li>Predict events and endings</li> </ul>	<ul style="list-style-type: none"> <li>Predict with increasing accuracy during reading and then adapts prediction in the light of new information</li> <li>Predict some key events of a story based on the settings described in the story opening.</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</li> </ul>	<ul style="list-style-type: none"> <li>Predict on the basis of mood or atmosphere how a character will behave in a particular setting</li> </ul>	<ul style="list-style-type: none"> <li>Identify whether changes in characters met challenged the reader's expectations</li> </ul>	N/A

*'As a family we live, love, learn and celebrate with Jesus.'*

# The Holy Family Catholic Primary School Reading Skills and Knowledge Progression



Analysing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> <li>Analyse and compare plot structure</li> <li>Recognise the move from general to specific detail</li> </ul>	<ul style="list-style-type: none"> <li>Analyse how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint</li> <li>Analyse how poetry is structured and its effect on the reader</li> <li>Exemplify the move between generalisations and specific information</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) e.g. experimenting with the different paths that the reader can take through the text</li> <li>Analyse paragraph structures in similar texts noting and commenting on similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Justify personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily</li> <li>Identify how authors use a range of narrative structures e.g. stories within stories, flashbacks and can demonstrate understanding by re-telling/writing the narrative using a different structure</li> </ul>



# The Holy Family Catholic Primary School Reading Skills and Knowledge Progression



Authorial Intent						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> <li>Evaluate effectiveness of texts in terms of function, form and language features</li> <li>Identify how language structure and presentation (font size, bold, calligrams) contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Understand how authors use a variety of sentence constructions e.g. relative clauses to add detail</li> <li>Explain the decisions that the author has made in setting up problems for the characters and choosing how to resolve them</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the style of different authors and recognise their intended audience</li> </ul>	<ul style="list-style-type: none"> <li>Justify agreement or disagreement with narrator's point of view when evaluating a text</li> </ul>

Comparing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> <li>Comment on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension</li> </ul>	<ul style="list-style-type: none"> <li>Comment on differences between what characters say and what they do</li> </ul>	<ul style="list-style-type: none"> <li>Identify balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue</li> <li>Check whether viewpoint changes in the story</li> </ul>	<ul style="list-style-type: none"> <li>Explain how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. 'I didn't like this character at the beginning because .... but now I understand why ....'</li> </ul>

*'As a family we live, love, learn and celebrate with Jesus.'*

# The Holy Family Catholic Primary School Reading Skills and Knowledge Progression



Reading behaviours and fluency						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Engage in storytimes</li> <li>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>Repeat words and phrases from familiar stories.                             <ul style="list-style-type: none"> <li>Develop play around favourite stories using props.</li> </ul> </li> <li>Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> </ul> </li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> <li>Develop their phonological awareness</li> </ul> <p>Read individual letters by saying the sounds for them. Blend sounds into words Read digraphs and trigraphs Read a few common exception words. Read simple phrases and sentences with 90% accuracy</p>	<ul style="list-style-type: none"> <li>Read age-appropriate texts fluently, pause appropriately with around 90% accuracy</li> <li>Re-read to self-correct if meaning is lost</li> <li>Ask questions to clarify</li> <li>Connect what they read or hear to their own experiences</li> <li>Know the voice telling the story is called the narrator</li> </ul>	<ul style="list-style-type: none"> <li>Self-correct spontaneously and at the point of error</li> <li>Sustain silent reading most of the time</li> <li>Sustain interest in longer narratives e.g. a short chapter book</li> <li>Recognise the difference between description in fiction and non-fiction e.g. in non-fiction description is generally used for precision rather than to create an emotional response.</li> </ul>	<ul style="list-style-type: none"> <li>Ask increasingly informed questions to improve understanding of a text e.g. 'I wonder if this is like .... because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'</li> <li>Comment on use of language using terminology including alliteration, rhythm, rhyme, simile</li> <li>Use dictionaries independently to check meaning of new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the opinions of others and adjusts own thinking/ understanding where appropriate</li> <li>Express personal preferences regarding the work of significant authors/poets</li> <li>Explain similarities and differences with own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Refine questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further</li> <li>Use technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect</li> <li>Justify personal response to particular texts and characters with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Generate open questions to explore a range of possibilities and justifies responses in relation to the text</li> <li>Express and justify personal preferences regarding significant authors/poets</li> </ul>

*'As a family we live, love, learn and celebrate with Jesus.'*