



Nash Mills CofE Primary School
Curriculum Progression Document
Reading

| | Vocabulary 1a | Retrieving 1b | Summarising 1c | Inferring 1d | Predicting 1e | | | |
|---|--|--|--|--|---|--|--|--|
| Nursery 30 – 50 months | <p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> | <p>To listen to stories with increasing attention and recall.</p> <p>To describe main story settings, events and principal characters.</p> | <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> | <p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> | <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> | | | |
| Reception 40 – 60 months Early Learning Goals Birth to 5 matters (Range 6) | <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <ul style="list-style-type: none">Enjoys an increasing range of print and digital books, both fiction and non-fictionUses vocabulary and forms of speech that are increasingly influenced by their experiences of reading | <p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p> <ul style="list-style-type: none">Knows that information can be retrieved from books, computers and mobile digital devices | <p>To express themselves effectively, showing awareness of listeners' needs.</p> <ul style="list-style-type: none">Describes main story settings, events and principal characters in increasing detailRe-enacts and reinvents stories they have heard in their play | <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To demonstrate understanding when talking with others about what they have read.</p> <ul style="list-style-type: none">Is able to recall and discuss stories or information that has been read to them, or they have read themselves | | | | |



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| Year 1 | <p>Identifies simple and recurring literary language</p> <p>Identifies the meaning of vocabulary in context</p> <p>explains their understanding of texts that are pitched beyond the level they can read independently</p> | <p>with support, justifies their views about texts they have had read to them e.g.uses the word 'because'</p> <p>recognises patterns in texts, e.g. repeated phrases and refrains</p> <p>discusses the significance of the title</p> <p>observes the punctuation and uses this to aid understanding</p> <p>retrieves key information from a text</p> <p>identifies complete sentences</p> <p>identifies typical phrases e.g. story openings and endings</p> <p>understands that there is a range of non-fiction texts, e.g. <i>different layouts for instructions, non-fiction books etc.</i></p> <p>begins to understand how written language can be structured differently according to genre e.g. <i>in order to build surprise in a narrative or present facts in non-fiction</i></p> <p>comments on things that interest them</p> | <ul style="list-style-type: none">identifies how non-fiction texts are sequencedidentifies the beginning, middle and end of stories and pattern in poetry | <ul style="list-style-type: none">identifies 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.'expresses preferences linked to own experiences e.g. 'I like going to the beach too'.uses different voices for characters when reading dialogue alouduses different voice pitch to indicate whether they are reading an exclamation or question | <ul style="list-style-type: none">predicts events and endings | | | |



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| Year 2 | <p>Discusses effective language choices, e.g. 'slimy' is a good word there because ...</p> <p>Identifies that adverbs help to tell us how the character is feeling</p> | <p>identifies words and phrases that link events</p> <p>refers back to the text for evidence</p> <p>retrieves information stated within text (may not be obvious)</p> <p>uses evidence from a text – may look through the book to help them remember or use information</p> <p>shows awareness of use of features of organisation e.g. index, bold headings</p> <p>makes 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 ...'</p> <p>begins to understand that written language (standard English) has conventions that don't apply in spoken language</p> <p>explains differences between fiction and non-fiction</p> <p>understands that books can be used to find things out, and is beginning to do so</p> <p>recognises that information is grouped according to subject</p> <p>begins to use dictionaries, glossaries and indexes to locate meanings and information</p> <p>identifies simple literary language e.g. words/phrases that identify</p> | <p>identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?</p> | <ul style="list-style-type: none">• demonstrates empathy with characters looking at descriptions and actions• identifies evidence of change as a result of events, for example in character behaviour• recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself• explains how the way a character speaks reflects their personality• identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour• evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why with support, justifies their views about what they have read | <ul style="list-style-type: none">• predicts with increasing accuracy during reading and then adapts prediction in the light of new information• predicts some key events of a story based on the settings described in the story opening. | | | |



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| | | <p>a traditional tale/narrative/story</p> <p>identifies elements of an author's style e.g. familiar characters, settings or common themes</p> <p>identifies how settings and characters are created using specific vocabulary that creates imagery</p> <p>identifies that the verbs used for dialogue tell us how a character is feeling e.g. "I grabbed" or ... he shouted.</p> | | | | | | |
| | Vocabulary 2a | Retrieving 2b | Summarising 2c | Inferring 2d | Predicting 2e | Analysing 2f | Authorial Intent 2g | Comparing 2h |
| Year 3 | <p>Identifies new vocabulary and sentence structure and discusses to develop understanding</p> <p>Identifies and understands meanings of a wide range of conjunctions used to link events together</p> <p>Identifies a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up etc.</p> | <p>Refers back to the text for evidence when explaining</p> <p>Extracts information from tables and charts</p> <p>Recognises some forms of poetry</p> <p>Retrieves information from text where there is competing (distracting) information</p> <p>Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts</p> <p>Recognises different narratives</p> <p>Notices the difference between 1st and 3rd person accounts</p> <p>Identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entyr, numbers and heading in instructions</p> | <p>Summarises main ides from a text</p> <p>Begins to identify themes across texts e.g. friendship, good and evil, bullying etc.</p> | <ul style="list-style-type: none">• suggests reasons for actions and events• infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story• identifies with character and make judgements about the characters actions• justifies their views about what they have read• identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicates that bad things might be about to happen in those place?• Identifies evidence of relationships between characters based on dialogue and behaviour• Analyses the use of language to set scenes, build tension or create suspense• Explains how words/phrases in description are linked to create suspense <p>Explains how overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?'</p> | <ul style="list-style-type: none">• Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct | <ul style="list-style-type: none">• analyses and compares plot structure recognises the move from general to specific detail | <ul style="list-style-type: none">• evaluates effectiveness of texts in terms of function, form and languagefeatures• identifies how language structure and presentation (font size, bold,calligrams) contribute to meaning | <ul style="list-style-type: none">• comments on the effect of scene changes e.g. <i>moving from a safe to a dangerous place to build tension</i> |



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| Year 4 | <p>Notes examples of descriptive language and explains the mood or atmosphere they create</p> <p>Notices key words and phrases used to convey passing of time to introduce paragraphs or chapters</p> <p>Identifies how specific words or phrases link sections, paragraphs and chapters</p> <p>Identifies how authors use precise vocabulary to meet the intended purpose/effect e.g They slipped into the room unnoticed</p> | <p>recognises the introduction, build- up, climax or conflict and resolution in narrative</p> <p>retrieves information from text where there is competing (distracting) information</p> <p>identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning identifies key words and phrases as evidence when making a point</p> <p>identifies the structure and features of a range of non-fiction, narrative and poetry texts.</p> <p>analyses how structural and presentational features contribute to purpose in a range of texts</p> <p>identifies events that are presented in more detail and those that are skimmed over</p> <p>identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss etc.</p> <p>identifies the way descriptive language and small details are used to build an impression of an unfamiliar place</p> | <ul style="list-style-type: none">• explains and justifies an opinion on the resolution of an issue/whole narrative• summarises the main ideas of a non-fiction text explains and justifies an opinion on the resolution of an issue/whole narrative• summarises the main ideas of a non-fiction text | <ul style="list-style-type: none">• identifies techniques used by the author to persuade the reader to feel sympathy or dislike• justifies opinions of particular characters• distinguishes between fact and opinion• makes deductions about the motives and feelings that might lay behind characters' words• summarises 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 class mates in The Angel of Nitshill Road'• comments on the way key characters respond to a problem• makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected• explores alternative outcomes to an issue• analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives• evaluates texts for their appeal for the intended audience | <p>predicts on the basis of mood or atmosphere how a character will behave in a particular setting predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p> | <ul style="list-style-type: none">• analyses 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• analyses how poetry is structured and its effect on the reader• exemplifies the move between generalisations and specific information | <ul style="list-style-type: none">• understands how authors use a variety of sentence constructions e.g. <i>relative clauses to add detail</i>• explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them | <ul style="list-style-type: none">• comments on differences between what characters say and what they do |



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| | | identifies figurative and expressive language that builds a fuller picture of a character. | | | | | | |
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| Year 5 | <ul style="list-style-type: none"> uses a range of strategies to identify the meaning of new vocabulary identifies examples of effective description that evoke time or place commenting both on word and sentence choice notes words and phrases in pre twentieth century writing which have changed their meaning over time | <ul style="list-style-type: none"> comments on use of language using terminology including onomatopoeia, metaphor, personification notes how cohesion is achieved in different ways identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader retrieves information, referring to more than one place in the text, and where there is competing (distracting) information identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout. identifies how an author varies pace by using direct or reported speech at different points in a story comments on how a character is built and presented, referring to dialogue, action and description retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves | <ul style="list-style-type: none"> summarises main ideas from more than one text to support note taking analyses information from tables and charts and can incorporate this information into a summary of the whole text | <ul style="list-style-type: none"> identifies techniques used by the author to persuade the reader to feel sympathy or dislike justifies opinions of particular characters distinguishes between fact and opinion makes deductions about the motives and feelings that might lay behind characters' words summarises 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 class mates in The Angel of Nitshill Road' comments on the way key characters respond to a problem makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected explores alternative outcomes to an issue analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives evaluates texts for their appeal for the intended audience | identifies whether changes in characters' mood challenged the reader's expectations | <ul style="list-style-type: none"> analyses 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. <i>experimenting with the different paths that the reader can take through the text</i> analyses paragraph structures in similar texts noting and commenting on similarities and differences | <ul style="list-style-type: none"> recognises the style of different authors and recognises their intended audience | <ul style="list-style-type: none"> identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue checks whether viewpoint changes in the story |



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| | | information from a report to inform a persuasive text 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 | | | | | | |
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| Year 6 | <p>Analyses, and explains the impact of, authors' techniques and use of language, range of sentence structure, repetition etc.</p> <p>Notifies where the author uses a wider range of cohesive language to create 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'</p> | <ul style="list-style-type: none">retrieves information, referring to more than one place in the text, and where there is competing (distracting) informationrecognises how the author of non-fiction texts expresses, sequences and links pointsexplains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider readingconsiders when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritageidentifies and analyses 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 | <ul style="list-style-type: none">summarises competing viewsanalyses dialogue at certain points in a story and summarises its purpose e.g. <i>to explain plot, show character and relationships, convey mood or create humour</i>discusses main ideas from a text within a group and summarises the discussion | <ul style="list-style-type: none">draws reasoned conclusions from non-fiction texts which present differences of opinionanalyses why and how scene changes are made and how they affect characters and eventsdistinguishes between implicit and explicit points of viewidentifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a textprovides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genresexplains 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.explains the intent of the author e.g. | N/A | <ul style="list-style-type: none">justifies personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorilyidentifies how authors use a range of narrative structures e.g. <i>stories within stories, flashbacks</i> and can demonstrate understanding by re-telling/writing the narrative using a different structure | <ul style="list-style-type: none">justifies agreement or disagreement with narrator's point of view when evaluating a text | <ul style="list-style-type: none">explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. <i>'I didn't like this character at the beginning because but now I understand why</i> |



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| | | | | explains how the author has tried to manipulate the emotions/bias of the reader <ul style="list-style-type: none"> identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. <i>in parody</i> | | | | |
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| Reading behaviours and fluency | | | |
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| Y 1 | <ul style="list-style-type: none"> reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy re-reads to self-correct if meaning is lost asks questions to clarify connects what they read or hear to their own experiences knows the voice telling the story is called the narrator | Y 4 | <ul style="list-style-type: none"> listens to the opinions of others and adjusts own thinking/understanding where appropriate expresses personal preferences regarding the work of significant authors/poets explains similarities and differences with own experiences |
| Y 2 | <ul style="list-style-type: none"> self-corrects spontaneously and at the point of error sustains silent reading most of the time sustains interest in longer narratives e.g. a short chapter book recognises the difference between description in fiction and non-fiction e.g. <i>in non-fiction description is generally used for precision rather than to create an emotional response.</i> | Y 5 | <ul style="list-style-type: none"> refines 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 uses technical and other terms needed for discussing what they hear and read e.g. <i>metaphor, simile, analogy, imagery, style and effect</i> justifies personal response to particular texts and characters with evidence |
| Y 3 | <ul style="list-style-type: none"> asks increasingly informed questions to improve understanding of a text e.g. <i>'I wonder if this is like because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'</i> comments on use of language using terminology including alliteration, rhythm, rhyme, simile uses dictionaries independently to check meaning of new vocabulary | Y 6 | <ul style="list-style-type: none"> generates open questions to explore a range of possibilities and justifies responses in relation to the text expresses and justifies personal preferences regarding significant authors/poets |