






## St Joseph's Catholic Primary School Progression of Reading

| Domains and Pawsome gang | 2a<br>Vocabulary Victor   | 2b<br>Rex retriever  | 2c<br>Summarising Sheba   | 2d<br>Inferencing Iggy  | 2e<br>Predicting Pip   |  |
|--------------------------|---|--|---|---|--|--|
|                          |    |   |   |    |                     |  |
|                          | <b>Vocabulary</b>   | <b>Retrieving</b>  | <b>Summarising</b>  | <b>Inferencing</b>  | <b>Predicting</b>  | <b>Reading behaviours and fluency</b>  |
| <b>F1</b>                | <ul style="list-style-type: none"> <li>Repeats words or phrases from familiar stories and know their meaning.</li> </ul>  | <ul style="list-style-type: none"> <li>Fills in the missing word or phrase in a known nursery rhyme or story. E.g. Hunpty Dumpty sat on ....'</li> <li>Identifies favourite rhymes and stories.</li> </ul>   | <ul style="list-style-type: none"> <li>Identifies what the rhyme or story is about.</li> </ul>  | <ul style="list-style-type: none"> <li>Understand 'why'? e.g. why is this boy crying?</li> </ul>  | <ul style="list-style-type: none"> <li>Can predict how the story might end</li> </ul>                  | <ul style="list-style-type: none"> <li>Looks at picture books and discusses what they see.</li> <li>Holds the book the correct way up.</li> <li>Turns the pages correctly</li> <li>Handles books carefully</li> </ul>  |
| <b>F2</b>                | <ul style="list-style-type: none"> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> </ul>  | <ul style="list-style-type: none"> <li>Listens to stories with increasing attention and recall</li> <li>Describes main stories, settings, events and principal characters.</li> </ul>  | <ul style="list-style-type: none"> <li>Identifies the beginning, middle and end.</li> </ul>   | <ul style="list-style-type: none"> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul>   | <ul style="list-style-type: none"> <li>Can predict events and endings using picture prompts</li> </ul> | <ul style="list-style-type: none"> <li>Looks at books independently.</li> <li>Listens to and joins in with stories, poems and rhymes.</li> </ul>   |
| <b>Y1</b>                | <ul style="list-style-type: none"> <li>Identifies simple and recurring literary language</li> <li>Identifies the meaning of vocabulary in context</li> <li>Explains their understanding of texts that are pitched beyond the level they can read independently</li> </ul> | <ul style="list-style-type: none"> <li>With support, justifies their views about texts they have had read to them e.g. uses the word 'because'</li> <li>Recognises patterns in texts, e.g. repeated phrases and refrains</li> <li>Discusses the significance of the title</li> <li>Observes the punctuation and uses this to aid understanding</li> <li>Retrieves key information from a text</li> <li>Identifies complete sentences</li> <li>Identifies typical phrases e.g. story openings and endings</li> <li>Understands that there is a range of non-fiction texts, e.g. <i>different layouts for instructions, non-fiction books etc.</i></li> <li>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></li> <li>Comments on things that interest them</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 goals/motives of the main character on the basis of what they have said and done e.g. <i>I think she wants her daddy to help her build a sandcastle.</i></li> <li>Expresses preferences linked to own experiences e.g. <i>I like going to the beach too.</i></li> <li>Uses different voices for characters when reading dialogue aloud</li> <li>Uses different voice pitch to indicate whether they are reading an exclamation or question</li> </ul> | <ul style="list-style-type: none"> <li>Predicts events and endings</li> </ul>                          | <ul style="list-style-type: none"> <li>Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy</li> <li>Re-reads to self-correct if meaning is lost</li> <li>Asks questions to clarify</li> <li>Connects what they read or hear to their own experiences</li> <li>Knows the voice telling the story is called the narrator</li> </ul> |

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| <b>Y2</b> | <ul style="list-style-type: none"> <li>• Discusses effective language choices, e.g. 'slimy' is a good word there because ...</li> <li>• Identifies that adverbs help to tell us how the character is feeling</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies words and phrases that link events</li> <li>• Refers back to the text for evidence</li> <li>• Retrieves information stated within text (may not be obvious)</li> <li>• Uses evidence from a text – may look through the book to help them remember or use information</li> <li>• Shows awareness of use of features of organisation e.g. index, bold headings</li> <li>• 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 ...'</li> <li>• Begins to understand that written language (standard English) has conventions that don't apply in spoken language</li> <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</li> <li>• 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> | <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>• Demonstrates empathy with characters looking at descriptions and actions</li> <li>• Identifies evidence of change as a result of events, for example in character behaviour</li> <li>• 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</li> <li>• Explains how the way a character speaks reflects their personality</li> <li>• 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</li> <li>• Evaluates 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, justifies their views about what they have read</li> </ul> | <ul style="list-style-type: none"> <li>• Predicts with increasing accuracy during reading and then adapts prediction in the light of new information</li> <li>• Predicts some key events of a story based on the settings described in the story opening.</li> </ul> | <ul style="list-style-type: none"> <li>• Self-corrects spontaneously and at the point of error</li> <li>• Sustains silent reading most of the time</li> <li>• Sustains interest in longer narratives e.g. a short chapter book</li> <li>• Recognises 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> |
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|----|---|---|---|--|---|---|--|--|--|
|    | Vocabulary  | Retrieving  | Summarising   | Inferring  | Predicting  | Analysing   | Authorial Intent   | Comparing  | Reading behaviours and fluency   |
| Y3 | <ul style="list-style-type: none"> <li>Identifies new vocabulary and sentence structure and discusses to develop understanding</li> <li>Identifies and understands meanings of a wide range of conjunctions used to link events together</li> <li>Identifies a range of standard words/phrases used at various stages of a narrative e.g. <i>introduction, build up</i> etc.</li> </ul> | <ul style="list-style-type: none"> <li>Refers back to the text for evidence when explaining</li> <li>Extracts information from tables and charts</li> <li>Recognises some different forms of poetry</li> <li>Retrieves information from text where there is competing (distracting) information</li> <li>Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts</li> <li>Recognises different narrative genres</li> <li>Notices the difference between 1st and 3rd person accounts</li> <li>Identifies the conventions of different types of writing e.g. <i>greetings in a letter/email, diary entries, numbers and headings in instructions</i></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. <i>friendship, good and evil, bullying</i></li> </ul> | <ul style="list-style-type: none"> <li>Suggests reasons for actions and events</li> <li>Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</li> <li>Identifies with characters and makes links with own experiences when making judgements about the characters' actions</li> <li>Justifies their views about what they have read</li> <li>Identifies how settings are used to create atmosphere e.g. <i>what words/phrases in this description indicate that bad things might be about to happen in this place?</i></li> <li>Identifies evidence of relationship between characters based on dialogue and behaviour</li> <li>Analyses the use of language to set scenes, build tension or create suspense</li> <li>Explains how words/phrases in the</li> </ul> | <ul style="list-style-type: none"> <li>Predicts 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>Analyses and compares plot structure</li> <li>Recognises the move from general to specific detail</li> </ul> | <ul style="list-style-type: none"> <li>Evaluates effectiveness of texts in terms of function, form and language features.</li> <li>Identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning</li> </ul> | <ul style="list-style-type: none"> <li>Comments on the effect of scence changes e.g. moving from a safe to a dangerous place to build tension</li> </ul> | <ul style="list-style-type: none"> <li>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></li> <li>Comments on use of language using terminology including alliteration, rhythm, rhyme, simile</li> <li>Uses dictionaries independently to check meaning of new vocab</li> </ul> |

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|           |   |   |  | <p>description are linked to create suspense</p> <ul style="list-style-type: none"> <li>Explains 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>  |   |   |  |   |  |
| <b>Y4</b> | <ul style="list-style-type: none"> <li>Notes examples of descriptive language and explains the mood or atmosphere they create</li> <li>Notifies key words and phrases used to convey passing of time to introduce paragraphs or chapters</li> <li>Identifies how specific words and phrases link sections, paragraphs and chapters</li> <li>Identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. <i>They slipped into the room unnoticed</i></li> </ul> | <ul style="list-style-type: none"> <li>Recognises the introduction, build-up, climax or conflict and resolution in narrative</li> <li>Retrieves information from text where there is competing (distracting) information</li> <li>Identifies a wide range of poetic forms, e.g. <i>cinquain, haiku, calligram, kenning</i></li> <li>Identifies key words and phrases as evidence when making a point</li> <li>Identifies the structure and features of a range of non-fiction, narrative and poetry texts.</li> <li>Analyses how structural and presentational features contribute to purpose in a range of texts</li> <li>Identifies events that are presented in more detail and those that are skimmed over</li> <li>Identifies underlying themes in a range of narrative texts e.g. <i>courage over adversity, loss etc.</i></li> <li>Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place</li> <li>Identifies figurative and expressive language that builds a fuller picture of a character.</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 non-fiction text</li> </ul>                       | <ul style="list-style-type: none"> <li>Identifies techniques used by the author to persuade the reader to feel sympathy or dislike</li> <li>Justifies opinions of particular characters</li> <li>Distinguishes between fact and opinion</li> <li>Makes deductions about the motives and feelings that might lay behind characters' words</li> <li>Summarises the way that the setting affects characters' appearance, actions and relationships e.g. <i>'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'</i></li> <li>Comments on the way key characters respond to a problem</li> <li>Makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected</li> <li>Explores alternative outcomes to an issue</li> <li>Analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives</li> <li>Evaluates texts for their appeal for the intended audience</li> </ul> | <ul style="list-style-type: none"> <li>Predicts 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>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</li> <li>Analyses how poetry is structured and its effect on the reader</li> <li>Exemplifies the move between generalisations and specific information</li> </ul> | <ul style="list-style-type: none"> <li>Understands how authors use a variety of sentence constructions e.g. relative clauses to add detail</li> <li>Explains 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>Comments on differences between what characters say and what they do</li> </ul>      | <ul style="list-style-type: none"> <li>Listens to the opinions of others and adjusts own thinking/understanding where appropriate.</li> <li>Expresses personal preferences regarding the work of significant authors/poets</li> <li>Explains similarities and differences with own experiences.</li> </ul> |
| <b>Y5</b> | <ul style="list-style-type: none"> <li>Uses a range of strategies to identify the meaning of new vocabulary</li> <li>Identifies examples of effective description that evoke time or place</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> </ul>   | <ul style="list-style-type: none"> <li>Summarises main ideas from more than one text to support note taking</li> <li>Analyses information from tables and charts and can incorporate this information</li> </ul> | <ul style="list-style-type: none"> <li>Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</li> </ul>   | <ul style="list-style-type: none"> <li>Identifies whether changes in characters met or challenged the reader's expectations</li> </ul>            | <ul style="list-style-type: none"> <li>Analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be</li> </ul>   | <ul style="list-style-type: none"> <li>Recognises the style of different authors and recognises their intended audience</li> </ul>   | <ul style="list-style-type: none"> <li>Identifies balanced and biased viewpoints and discuss texts which explore</li> </ul> | <ul style="list-style-type: none"> <li>Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that</li> </ul>   |

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|    | <ul style="list-style-type: none"> <li>commenting both on word and sentence choice</li> <li>Notes words and phrases in pre twentieth century writing which have changed their meaning over time</li> </ul>  | <ul style="list-style-type: none"> <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>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.</li> <li>Identifies how an author varies pace by using direct or reported speech at different points in a story</li> <li>Comments on how a character is built and presented, referring to dialogue, action and description</li> <li>Retrieves, records and presents 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>into a summary of the whole text</p>  | <ul style="list-style-type: none"> <li>Recognises that characters may have different perspectives in the story</li> <li>Considers 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>Explores 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>Summarises ideas across paragraphs, identifying key details that support the main ideas</li> <li>Identifies conventions across a range of non-fiction text types and forms e.g. <i>first person in autobiographies</i> and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this</li> <li>Analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes</li> <li>Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context</li> <li>Shows understanding through emphasis, intonation and volume when performing</li> </ul> |     | <p>made by the reader, creating multiple plots)<br/><i>e.g. experimenting with the different paths that the reader can take through the text</i></p> <ul style="list-style-type: none"> <li>Analyses paragraph structures in similar texts noting and commenting on similarities and differences</li> </ul> | <ul style="list-style-type: none"> <li>more than one perspective on an issue</li> <li>Checks whether viewpoint changes in the story</li> </ul> | <ul style="list-style-type: none"> <li>takes the groups thinking further</li> <li>Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect.</li> <li>Justifies personal response to particular texts and characters with evidence.</li> </ul> |  |
| Y6 | <ul style="list-style-type: none"> <li>Analyses, and explains the impact of, authors' techniques and use of language e.g. <i>expressive or figurative language, range of sentence structure, repetition etc</i></li> <li>Notifies where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. <i>where the author has avoided over-use of obvious</i></li> </ul> | <ul style="list-style-type: none"> <li>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</li> <li>Recognises how the author of non-fiction texts expresses, sequences and links points</li> <li>Explains 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>Considers when a story was first published, and discusses the audience that the author had in</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. <i>to explain plot, show character and relationships, convey mood or create humour</i></li> <li>Discusses main ideas from a text within a group and summarises the discussion</li> </ul> | <ul style="list-style-type: none"> <li>Draws reasoned conclusions from non-fiction texts which present differences of opinion</li> <li>Analyses why and how scene changes are made and how they affect characters and events</li> <li>Distinguishes between implicit and explicit points of view</li> <li>Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text</li> </ul>   | N/A | <ul style="list-style-type: none"> <li>Justifies personal response to narratives with suitable expansion e.g. <i>whether it was believable, whether dilemmas were resolved satisfactorily</i></li> <li>Identifies how authors use a range of narrative</li> </ul>   | <ul style="list-style-type: none"> <li>Justifies agreement or disagreement with narrator's point of view when evaluating a text.</li> </ul>    | <ul style="list-style-type: none"> <li>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</i></li> </ul>   | <ul style="list-style-type: none"> <li>Generates open questions to explore a range of possibilities and justifies responses in relation to the text</li> <li>Expresses and justifies personal preferences regarding significant authors/poets</li> </ul> |

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|  | <p><i>adverbials/conjunctions such as 'on the other hand'</i></p> | <p>mind, when reading texts from our literary heritage</p> <ul style="list-style-type: none"> <li>Identifies 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</li> </ul> |  | <ul style="list-style-type: none"> <li>Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</li> <li>Explains 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>Explains 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. <i>in parody</i></li> </ul> |  | <p>structures e.g. <i>stories within stories, flashbacks</i> and can demonstrate understanding by re-telling/writing the narrative using a different structure</p> |  | <p>understand why ....!</p> |  |
|--|---|--|--|--|--|--|--|-----------------------------|--|