

Reading Skills Progression at Pennoweth

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Vocabulary	<ul style="list-style-type: none">● Make collections of interesting words and use them when talking about books and stories.● Speculate about the possible meanings of new or unfamiliar words met in reading.● Explain the meaning of the words they meet in a text.	<ul style="list-style-type: none">● Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.● Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.● Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.● Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.	<ul style="list-style-type: none">● Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.● Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.● Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.● Discuss authors’ choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.	<ul style="list-style-type: none">● Consider a writer’s use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.● Investigate the meaning of technical or subject specific words they meet in their reading.● Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.)● Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.	<ul style="list-style-type: none">● Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts.● Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.● Give increasingly precise explanations of word meanings that fit with the context of the text they are reading.● Check the plausibility and accuracy of their explanation or inference of the word meaning.● Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices.● Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.	<ul style="list-style-type: none">● Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.● Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.● Check the plausibility and accuracy of their explanation of, or inference about, a word meaning.● Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.● Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary.● Comment critically on how a writer uses language to imply ideas, attitudes and points of view.	
Infer	<ul style="list-style-type: none">● Discuss what is suggested about a character from the way or how he/ she speaks.● Ask questions to explore what characters say and do. Link what they are reading to their own experience.● Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.	<ul style="list-style-type: none">● Make inferences about characters from what they say and do, focusing on important moments in a text.● Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.● Ask questions to understand more about characters and events in narrative or the topic in non- fiction.● Talk around a topic prior to reading. Re-read sections of texts carefully to find answers to questions about characters and events.	<ul style="list-style-type: none">● Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters’ feelings in fiction.● Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.● Ask questions to develop understanding of characters’ feelings and actions, or to understand significant details about a topic.● Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts.● Re-read sections of texts carefully to check their ideas about the text.	<ul style="list-style-type: none">● Deduce the reasons for the way that characters behave from scenes across a short story.● Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions.● Discuss the meaning of similes and other comparisons that they read.● Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.● Link what they are reading to prior knowledge and experience and to their knowledge of similar texts.● Think about what they’ve read, re-read sections of texts carefully to find ‘evidence’ to support their speculations and interpretation of characters and events.	<ul style="list-style-type: none">● Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.● Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them.● Consider the language used in a text and pick up the implications and associations being made by the writer.● Recognise where they don’t understand why something happens in a text and ask questions to clarify their understanding.● Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions.● Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully.● Build ‘thinking time’ into their reading, identifying questions that they want answered.● Summarise their current understanding at regular intervals when reading an extended text.	<ul style="list-style-type: none">● Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers’ view of characters● Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.● Ask questions to clarify and explore their understanding of what is implied in the text.● Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions.● Build ‘thinking time’ into their reading, identifying questions that they want answered.	

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Predict	<ul style="list-style-type: none"> Make predictions based on clues such as pictures, illustrations, titles. Use opening sections of texts to predict the content of unfamiliar stories and non-fiction texts. 	<ul style="list-style-type: none"> Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out. Make plausible predictions showing an understanding of the ideas, events or characters they are reading about. 	<ul style="list-style-type: none"> Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading. Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded 	<ul style="list-style-type: none"> Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on. Use information about characters to make plausible predictions about their actions. 	<ul style="list-style-type: none"> Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them. 	<ul style="list-style-type: none"> Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on. Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.
Explain	<ul style="list-style-type: none"> Explore the effect of patterns of language and repeated words and phrases. 	<ul style="list-style-type: none"> Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative. 	<ul style="list-style-type: none"> Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts. 	<ul style="list-style-type: none"> Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts. 	<ul style="list-style-type: none"> Begin to distinguish between plot events/details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic. 	<ul style="list-style-type: none"> Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.
Retrieve	<ul style="list-style-type: none"> Discuss characters' appearance, behaviour and the events that happen to them, using details from the text. Find specific information in simple texts they've read or that has been read to them. Find information in a text about an event, character or topic. Identify new or unfamiliar words that they meet in reading. Explain the meaning of the words they meet in a text. Ask questions to understand what has happened in stories they have read or been read to them. 	<ul style="list-style-type: none"> Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. Give reasons why things happen where this is directly explained in the text. Locate information using contents, index, sub headings, page numbers etc. Express and record their understanding of information orally, using simple graphics or in writing. Ask what, where, and when questions about a text to support and develop their understanding. 	<ul style="list-style-type: none"> Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing. Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words. Clarify their understanding of events, ideas and topics by asking questions about them. 	<ul style="list-style-type: none"> Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically. Identify elements of a text which they do not understand and ask questions about it. 	<ul style="list-style-type: none"> Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. Explain the meaning of words used in a text. Ask questions to clarify their understanding of words, phrases, events and ideas in different texts. 	<ul style="list-style-type: none"> Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness. Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions. Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.
Sequence / Summarise	<ul style="list-style-type: none"> Identify and compare basic story elements, e.g. beginnings and endings in different stories. 	<ul style="list-style-type: none"> Investigate traditional story language e.g. story openers and endings, scene openers, language which signals a time shift or magical event. Retell a story giving the main events. Retell some important information they've found out from a text. Draw together information from across a number of sentences to sum up what is known about a character, event or idea. 	<ul style="list-style-type: none"> Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage. 	<ul style="list-style-type: none"> Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated. 	<ul style="list-style-type: none"> Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text. 	<ul style="list-style-type: none"> Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals.