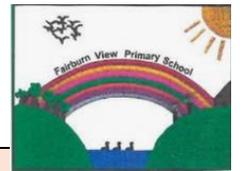


Progression Map - Reading



	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise
EYFS	Children can describe objects and characters using simple adjectives.	Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience.	Makes suggestions about what might happen next or how a story might end based on events so far. Innovate stories through role-play and small world play. Can predict stories from the front cover.	Children can explain the basic settings, characters and feelings through text and pictures.	Children can answer simple recall questions about stories without pictures or prompts.	Children recall and order key events from the text. They use a story line or narrative in their role-play and small world play.
Year 1	Children can describe objects and abstract nouns with adjectives and use of synonyms and give simple reasons as to why. Can comprehend and complete a sentence by choosing the correct noun.	Children make inferences about characters' feelings, using what they say. To infer basic points with direct reference to the pictures and words in the text.	Children make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures. Adults might scribe their ideas.	Children can explain which section of a story is the most interesting/ exciting. Children can explain in more detail settings, characters and feelings through text and explain why.	Children can answer questions about what has just happened in a story.	Children retell and order events from the text. They begin to discuss how events are linked.
Year 2	Children can use a picture dictionary to define words, can depict a text to describe an object or abstract nouns and can find and copy a word using a synonym. Can understand nouns to describe.	Children make inferences about characters' feelings using what they say. To infer basic points and begin, with support to notice more subtle references.	Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.	Children can explain a text in their own words and can explain why a text may be written in a different format e.g. bold and understand why this might be effective in different text types.	Children can explain their understanding of independent reading by answering simple questions about what they have just read.	Children retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story.

Progression Map - Reading

<p>Year 3</p>	<p>Children can use a dictionary to define words. Children can explain why an author has chosen a word to describe a feeling or object. Children can choose a word or phrase to describe. Children can begin to define a word using the context of a sentence or picture.</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing a specific point in the text.</p>	<p>Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions.</p>	<p>Children can copy phrases to explain why a character and mood has changed and can explain why an author has chosen specific language and vocabulary.</p>	<p>Children begin to learn the skill of 'skim and scan' to retrieve details. Children begin to use quotations from the text.</p>	<p>Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of. Teachers begin to model how to record summary writing.</p>
<p>Year 4</p>	<p>Children can retrieve vocabulary to describe the weather and feelings. Children to highlight the words and phrases which create a particular atmosphere or feeling.</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions. They will consolidate the skill of justifying them using a specific reference point in the text.</p>	<p>Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They are taught to monitor these predictions and compare them with the text as they read on.</p>	<p>Children can copy phrases to explain why a character and mood has changed and can explain why an author has chosen specific language and vocabulary.</p>	<p>Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.</p>	<p>Children use skills developed in year 3 and are able to write a brief summary of main points, identifying and using important information.</p>
<p>Year 5</p>	<p>Children can speculate about an author's word choice. Figurative language, such as comparisons made through the use of similes and metaphors Use prompts like <i>What does the word ... imply about ...? Which words suggest that (the king</i></p>	<p>Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.</p>	<p>Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on.</p>	<p>Children can explain why a text is displayed the way it is and explain why it is effective. Can understand and explain why an author uses a structure and the purpose of that feature.</p>	<p>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text.</p>	<p>Children begin to make connections between information across the text and include this information in their written summaries.</p>

Progression Map - Reading

	<p><i>was a cruel man)? How did the choice of words create a feeling of ...? What do phrases such as ... tell you about ...? Why did the author choose to use verbs such as ... and ...?</i></p>					
Year 6	<p>Children can speculate about an author's word choice. Figurative language, such as comparisons made through the use of similes and metaphors Use prompts like <i>What does the word ... imply about ...? Which words suggest that (the king was a cruel man)? How did the choice of words create a feeling of ...? What do phrases such as ... tell you about ...? Why did the author choose to use verbs such as ... and ...?</i></p>	<p>Children can infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text.</p>	<p>Predictions are supported by relevant evidence from the text. Children confirm and modify predictions in light of new information.</p>	<p>Children can explain why a text is displayed the way it is and explain why it is effective. Can understand and explain why an author uses a structure and the purpose of that feature.</p>	<p>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.</p>	<p>Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p>