

The Valley Community School: Reading Progression

Reading Progression – Retrieval

(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Retrieval	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Becoming very familiar with key stories and retelling them explain clearly their understanding of what is read to them	Becoming increasingly familiar with and retelling a wider range stories answering and asking questions Discussing the sequence of events in books and how items of information are related	Increasing their familiarity with a wide range of books and retelling some of these orally Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these Retrieve and record information from non-fiction		Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Retrieve, record and present information from non-fiction	
Range of texts/genres	<i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</i>	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes</i>		<i>Age appropriate texts: Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books Reading books that are structured in different ways and reading for a range of purposes A wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</i>	
Retelling	- <i>Retell a story with actions and / or picture prompts as part of a group</i> <i>Use story language when acting out a narrative</i>	Retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures	Orally retelling a wider range of stories using actions and visual cues from the story	Retell a wide range of stories orally using actions and visual cues	Retell a wide range of texts orally which is balanced and clear	See summarising and sequencing boxes	
Sequencing	Can sequence pictures from a story or with familiar events	Sequence pictures for the beginning, middle and end of a story read	Sequence events from a story, explaining reasons for choices	Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices	Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole,	Sequence sections/ outlines of unknown texts based upon knowledge of genre features	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back
Answering find it questions	- They answer 'how' and 'why' questions about	Answer simple questions about characters, setting	Answer questions about characters,	Find and select the word/s in a section of	Find and select words and phrases to answer find it	Find and select words and phrases from across a whole	Find, select and combine relevant words and phrases

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	their experiences & in response to stories or events. - Follow text to play 'jump in' in phonics - 'Fastest finger' to answer questions in phonics.	and key events in a story	setting/s and key events Answer find it questions about key information in a non-fiction text	a text to answer find it questions	questions from different sections of unknown texts	text to answer find it questions	from more than one text/source to support answers to find it questions
Summarising and note making	<i>Can explain the main events of a story</i> - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	Identify and discuss the setting and names of the characters in a story	Explain and discuss the key information from what is seen or read (link to sequencing).	Summarise orally and in writing the main points from a paragraph using a wider range of prompts	Summarise orally and in writing the main points from several paragraphs or sections of a text	Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this	Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this Summarise the themes or viewpoints for different texts
Recasting	- Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.			Produce an annotated story/visual map to represent a text that has been read	Produce an annotated drawing/diagram to represent/summarise a section of a text (non-fiction) Complete diagrams, tables and charts to summarise information	Summarise in different ways including key information e.g. written summary, key words, pictures/ diagrams, charts and making notes for presentations	Summarise in different ways for different audiences and purposes
Skimming and scanning	- 'Fastest finger' to answer questions in phonics.		Scan text to find given words and phrases	Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents) to retrieve information	Scan different sections of unknown texts (fiction and non-fiction) to find missing information	Scan different texts to find evidence to support answers to questions Speed read or skim the text to gain the gist or main idea	Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography

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Asking find it questions	They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.		Ask relevant questions about a story or on-fiction text	Generate find it questions for a section of fiction and non-fiction texts (which are relevant)	Generate relevant find it questions from different sections of fiction and non-fiction texts	Ask relevant find it questions which explore the detail of a text or which require comparison across fiction and non-fiction	Generate find it questions relevant to different sections of a non-fiction text Ask relevant find it questions about different sections of a story read
Note making skills	Give meaning to the marks they make.					Retrieve and record information, producing a set of notes to support a presentation	Make notes for presentations to different audiences
Determining validity and importance						Prior to reading, select from a range of texts/ sources of information with a key question or heading in mind.	Appraise a text quickly, deciding on its value, quality or usefulness

Reading Progression – Inference

(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

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Skills for Inference	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Explain clearly their understanding of what is read to them Predicting what might happen on the basis of what has been read so far Discussing the significance of the title and events, making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done Answering and asking questions Predicting what might happen on the basis of what has been read so far	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Asking questions to improve their understanding of a text		Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Distinguish between statements of fact and opinion Provide reasoned justifications for their views	
Range of texts/genres	<i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</i>	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes</i>		<i>Age appropriate texts: Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</i>	
Predicting	Make predictions They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.	Predict whether a book will be story or non-fiction based upon the cover and title Predict what might happen based on what has been read so far	Make predictions prior to reading based upon the title, cover and skim reading of illustrations Make predictions based upon events in the text so far Make predictions using experience of	Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings Make predictions based upon events and actions of characters so far in	Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing Make plausible predictions based	Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion Categorise predictions as likely/unlikely	Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author

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			reading books based on other familiar texts	a story Make predictions drawing upon knowledge from other texts Make predictions based upon background	upon events and actions of characters so far in a story – identifying evidence in the text Make predictions drawing upon knowledge from other texts	based upon what has been read so far	Make predictions using evidence stated and implied
Cause and effect	Talk about what happens and why these things occur.		Begin to describe (in book talk) cause and effect e.g. the effect a character's actions have on other characters.	Identify the cause of an event Infer an effect of a specific event or action	Identify the multiple causes of an event Infer and comment on a range of possible effects of a specific event or action	Infer and comment on the possible causes of events and actions Identify which causes are most/least likely based upon evidence in the text and beyond	Infer, comment on and make links between the cause and effects of events and actions Evaluate the impact of different causes and effects on people and places
Identifying evidence to support and justify opinion	They develop their own narratives and explanations by connecting ideas or events.	Make links to personal experiences Make inferences about character types based on actions E.g. infer stock character types (good/bad/evil /hero etc.) based upon their actions Explain clearly what is read to them	Draw upon personal experiences when commenting on a text Draw upon knowledge of the topic outside of the book including other similar books Make simple inferences about character feelings based upon their actions and speech	Justify inferences with evidence Infer characters' feelings, thoughts and motives	Justify inferences with evidence from within the text and experiences and/or reading beyond the text Infer characters' feelings, thoughts and motives from their actions at different points in a story	Justify inferences backed by one type of textual evidence from across the text Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text Identify statements of fact and opinion.	Justify inferences backed by a range of types of evidence from across the text Infer and compare different characters' thoughts, feelings and motives at the same points in a story Distinguish between statements of fact and opinion using evidence to justify.

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Drama/ writing in role	- They represent their own ideas, thoughts & feelings through role play & stories - Plays cooperatively as part of a group to develop & act out a narrative.	Explore characters through roleplay and drama	Take on the role of a character e.g. speech bubbles, notes from one character to another or other drama techniques	Explore characters' actions and feelings through role play such as hot seating Create short improvisations in role	Explore characters' actions, feelings and <u>motives</u> through role play such as hot seating Demonstrate appropriate empathy through expression	Explore contrasting characters' feelings, <u>thoughts</u> , actions and motives through role play such as hot seating Create improvisations in role e.g. creating a new or alternative scenes	Create improvisations in role e.g. for a different point in time to that in the text Present ideas in role as an expert authority e.g. debate
Asking and answering inference questions	- They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.		Ask and answer simple relevant inference/ detective questions about a story or simple non-fiction text (no evidence needed)	Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings and actions	Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings, actions and motives	Ask and answer relevant inference/ detective questions for a range of fiction and non-fiction texts In discussion and <u>role</u> ask/answer relevant inferences/ detective questions about characters' feelings, actions, <u>thoughts</u> and motives	Ask find it inference/ detective questions which explore the detail of a text or which require comparison across the text

Reading Progression – Text Structure (Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Text structure	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them	Becoming very familiar with key stories, fairy stories	Being introduced to non-fiction books that are structured in	Recognising some different forms of poetry Retrieve and record information from non-fiction		Reading books that are structured in different ways and reading for a range of purposes	

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National curriculum statements	aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	and traditional tales and considering their particular characteristics	different ways	Identifying how structure, and presentation contribute to meaning Reading books that are structured in different ways and reading for a range of purposes		Identifying and discussing conventions in and across a wide range of writing Identifying how structure and presentation contribute to meaning	
Range of texts/genres	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.	Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes		Age appropriate texts: Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	
Use and function of structural organisers		Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line Identify the title, blurb and author of a story or non-fiction book Discuss the significance of the title	Read non-fiction texts that are structured in different ways Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary	Read fiction and non-fiction texts that are structured in different ways Name and describe the function of a range of common organisers in non-fiction texts (Y2: contents, headings, index, glossary + Y3: sub-headings, diagrams) Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts	Read fiction and non-fiction texts that are structured in different ways Name, use and describe the function of a wider range of common organisers in non-fiction texts (Y2/3: contents, headings, index, glossary, sub-headings, diagrams + Y4: captions and labels, bibliography) Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts Identifying how structure and	Read fiction and non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure/present the text in particular way or use a particular structural organiser	Read fiction and non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Discuss the effectiveness of different structures/presentations of fiction and non-fiction

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					presentation contribute to meaning (e.g. more independently and on Y4 texts)		
Features of different text types	<i>-Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story.</i> <i>- Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</i>	Recognise some typical characters and settings of fairy stories and traditional tales (book work) Understand the difference between fiction and non- fiction Begin to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?"	Recognise and describe some typical features, similarities and differences between fiction and non- fiction texts Describe the overall structure of a story, e.g. including how the beginning introduces story and the ending concludes the action	Recognise and name some different forms of poetry Compare and contrast features of stories read e.g. characters, settings, themes	Recognise and describe the typical features of a wider range of forms of poetry Recognise and describe some features of fiction genres Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza	Identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres	Identify, compare and contrast the features of a range of fiction genres Explain major differences between text types
Audience and purpose				Begin to read for a range of purposes e.g. research, pleasure, locate specific information Recognise the intended audience and purpose of some non-fiction genres	Read for a range of purposes e.g. research, pleasure, locate specific information	Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview	Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast
Supporting meaning				Recognise that pictures/ photographs can give as much	Recognise and explain how presentational devices impact on	Explain how a series of chapters, scenes, or stanzas fits together to provide	Use text structure to help summarise the

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				information as the text Describe how each successive parts of a text builds on the meaning of earlier sections	reading and support meaning e.g. italics, bold, diagrams, bullet points Explain how topic sentences (first sentence of section help cue the reader into the content of paragraphs	the overall structure of a particular story, drama or poem	text (linked to AF2) Analyse how a particular sentence, chapter, scene or stanza fits into the overall structure of text and contributes to the development of theme, setting or plot
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Reading Progression – Vocabulary

(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Recognising simple recurring literary language in stories and poetry	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Using dictionaries to check the meaning of words that they have read Explaining the meaning of words in context Discussing words and phrases that capture the reader's interest and imagination Identifying how language contributes to meaning Checking that the book makes sense to them, discussing their understanding and		Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), too understand the meaning of new words that they meet Identifying how language contributes to meaning Asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	

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				exploring the meaning of words in context		Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
<i>Range of texts/genres</i>	<i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</i>	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes</i>		Age appropriate: Reading for themselves an incredibly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions	
Identify vocabulary	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	Recognise vocabulary associated with different genres provided by the teacher	Recognise simple recurring literary language in stories and poems e.g. repetition	Identify patterns in language e.g. repetition, rhyme, alliteration Identify and generate words with similar meanings or linked to a specific focus	Identify and generate words with similar and opposite meanings	Identify figurative language devices	Identify words and phrases that create a particular mood, feeling or attitude including figurative language
Explain the meanings of words	Uses talk to organise, sequence & clarify thinking, ideas, feelings & events.	Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of new words, linking new meanings to known vocabulary Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Explain the meaning of words in given contexts Begin to discuss language to extend their interest in the meaning and origin of words Begin to use dictionaries to check the meaning of words that they have read	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Explain the meaning of words in given contexts Discuss language to extend their interest in the meaning and origin of words Use dictionaries to check the meaning of words that they have read	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Ask questions about vocabulary to improve their understanding	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Ask questions to help clarify their understanding of vocabulary

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Explain the intended impact of words and phrases on the reader		Recognise and join in with predictable phrases	Discuss their favourite words and phrases from the text	Discuss words and phrases that capture the reader's interest and imagination	Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices Explain why the author has used a particular word or phrase	Discuss how language contributes to the overall meaning Discuss how authors use figurative language and the impact of these on the reader Compare the impact of different language devices within a text	Explain how words and phrases create a particular mood, feeling or attitude Consider the impact on the reader of a range of vocabulary and language devices Compare the impact of language devices across texts
Recognise and explain how language is linked to audience and purpose	-Shows awareness of audience in way the speak (change intonation for younger children etc).	Capture and apply new vocabulary in writing	Collect and apply new vocabulary in writing	Begin to recognise key vocabulary and language features from different genres and apply to writing.	Recognise key vocabulary and language features from different genres and apply to writing.	Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader.	Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader. Suggest how language would need to change for different audiences

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Reading Progression – Compare and Contrast
(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Compare and Contrast	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Being encouraged to link what they read or hear read to their own experiences	Discussing the sequence of events in books and how items of information are related Being introduced to non-fiction books that are structured in different ways	Identifying themes and conventions in a wide range of books Reading books that are structured in different ways and reading for a range of purposes		Making comparisons within and across books Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing themes and conventions in and across a wide range of writing (text types) Non statutory – Pupils should be shown how to compare characters, settings themes and other aspects of what they read	
<i>Range of texts/genre</i>	<i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</i>	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes</i>		<i>Age appropriate: Reading for themselves an incredibly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions</i>	

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			<i>classic poetry stories and non-fiction at a level beyond that at which they can read independently</i>				
Identify, discuss and record similarities and differences	Looks closely at similarities, differences, patterns & change.	Understand the difference between fiction and non-fiction	Read non-fiction books which are structured in different ways Identify and describe some differences between fiction and non-fiction books Compare and contrast two or more versions of the same story e.g. two versions of the same story	Compare and contrast features of stories read e.g. characters, settings, openings, endings Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative	Compare and contrast character development in a play to characterisation in stories or narrative poetry Compare and contrast information from different sources about the same topic, Identifying similarities in content and structure Compare and contrast the themes, settings and plots of stories	Identify, compare and contrast the features of a range of different forms Poetry Non-fiction fiction Compare and contrast purpose and viewpoint and evaluate the usefulness of each source Begin to compare and contrast authors' styles	Identify, compare and contrast the features of a range of fiction genres (e.g. contemporary v traditional) including poetry Compare information, ideas, values and attitudes represented within and across texts Analyse how an author develops and contrasts the points of view of different characters or narrators in a text Compare and contrast authors' style, purpose and viewpoint.
Identify, compare and contrast vocabulary	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Begin to identify similar and repeated language which occurs in more than one story e.g once upon a time	Compare and contrast language within a type of story read e.g. traditional tales – one early morning/ once upon a time	Compare and contrast language within a type of story read e.g. fairy tales and plays	Compare and contrast language across different types of stories read e.g. fairy tales, myths and legends and science fiction	Compare the language of poetry, prose and non-fiction for the same theme or information	Compare and contrast different language within and across books
Making links	They develop their own narratives and explanations by connecting ideas or events.	Link reading to personal experiences	Discuss the sequence of events in stories Discuss how items of information are related in a book	Identify and compare themes of fictional stories	Identify and compare themes in a wider range of fiction and non-fiction	Compare how a common theme is presented in a range of texts	Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure

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			Make links between current and prior reading				stories Explain the relationship between characters, plot, setting, point of view and theme
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Reading Progression – Reviewing and performing
(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Reviewing and Performing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Participate in discussion about what is read to them, taking turns and listening to what others say Learning to appreciate rhymes and poems, and to recite some by heart Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Answering and asking questions Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Asking questions to improve their understanding of a text			Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Asking questions to improve their understanding Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates,

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			Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves			
National Curriculum Statements - spoken language (linked to reading)	<i>ELG: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</i>	Ask relevant questions to extend their understanding and knowledge Articulate and justify answers, arguments and opinions Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play/improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others				
<i>Range of texts/genres</i>	<i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</i>	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes</i>	<i>Age appropriate texts: Reading for them an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes A wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition</i>	
Discussing and debate	To look at someone who is speaking to them -To take turns to speak when working in a group	Participate in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently), Take turns and listen to what others say	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Participate in discussion about books, poems & other works that they can read for themselves, Take turns and listen to what others say Explain their understanding of books poems and other	Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them Take turns, listen to what others say Discuss specific events, characters or sections of a text	Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them Take turns, listen to what others say and ask follow up questions to contributions made by others	Participate in discussions about books, building on their own and others' ideas Ask questions to clarify others' opinions Explain and discuss their understanding of what they have read Provide reasoned justifications for their views Identify and discuss themes and points of view within and across texts Participate in discussions about books, building on their own and others' ideas Challenge views courteously Explain and discuss their understanding of what they have read through formal debates Provide reasoned justifications and a wider range of evidence to support their views

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			materials that they have read and which have been read to them	Discuss words and phrases which captures the readers interest and imagination	Identify and discuss the purpose of a text and the intended impact on the reader Identify and discuss the difference between fact and opinion Discuss the impact words and phrases which capture the readers interest and imagination		Comment on the overall impact of a text on the reader
Evaluating and Reviewing	To use 'because' to develop their ideas when explaining their likes and dislikes	State whether they like a story or poem	State whether they like a story and characters within the story State which text they prefer and give a reason to support their opinion	Write structured reviews of a text, stating which were their favourite parts and why	Write structured reviews of a text, evaluating the overall text as well as reviewing specific elements	Recommend to their peers orally and in writing books that they have read Give reasons for recommendations Write independent reviews of a text	Recommend books that they have read to wider audiences e.g. on-line, local library Write independent reviews and give reasons for specific recommendations
Presenting and performing	-Recognise and join in with predictable phrases Recite some poems and rhymes by heart Retell key fairy stories and traditional tales verbally.	Recognise and join in with predictable phrases Recite some poems and rhymes by heart Retell key fairy stories and traditional tales verbally.	Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear Retell a wider range of fairy stories and traditional tales verbally	Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Learn a range of poetry by heart Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Explain their understanding by presenting some of their ideas to others	Learn a wider range of poetry by heart Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Explain and discuss their understanding of what they have read through formal presentations

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DRAMA	Drama is a statutory part of English in the National Curriculum for England. Role-play and other drama techniques and conventions can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Drama is not a discrete curriculum area, although from Key Stage 1 through to Key Stage 4 drama is taught within the English curriculum as part of the Speaking and Listening element (en1). Statutory requirements for Speaking and listening and drama and role play within the National Curriculum. Spoken language – years 1 to 6 Pupils should be taught to: • listen and respond appropriately to adults and peers • participate in discussions, presentations, performances, role play, improvisations and debates
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