



St Joseph's Roman Catholic Academy, Todmorden

Reading

Progression Grid (Early Years and Key Stage One)



		Early Years	Year 1	Year 2
Literal Comprehension	LIT	<ul style="list-style-type: none"> Answer 'how' and 'why' questions on one point of a picture book they have listened to, where answer is clear in the book. Answer simple literal questions about one point in the text of a book they have read. 	<ul style="list-style-type: none"> Find a specific piece of information in answer to a literal question on a double page spread that includes more text or a mixture of different types of information. Explain their understanding clearly when referring to a book that has been read to them. 	<ul style="list-style-type: none"> Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters. Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher.
	SEQ	<ul style="list-style-type: none"> Usually remember main sequence of events in a story when questioned. With support and when prompted, put some of the main events or ideas in a text in correct sequence. 	<ul style="list-style-type: none"> Retell familiar stories which have been read to them and discussed with them. 	<ul style="list-style-type: none"> Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these. Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related.
	IR	<ul style="list-style-type: none"> Understand that information can be found in books, computers and other sources. 		<ul style="list-style-type: none"> With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately.
	ACC		<ul style="list-style-type: none"> With prompting as necessary, begin to check text makes sense during reading, and correct inaccurate reading. 	<ul style="list-style-type: none"> Independently check text makes sense as they read, and correct inaccurate reading.



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Inference	INF	<ul style="list-style-type: none"> Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Make inferences to answer a question beginning 'Why do you think...?' in a book they have read, where answer is clearly signposted. 	<ul style="list-style-type: none"> Participate in discussion about books, drawing simple inferences based on things said and done. With prompts, answer questions about books they have listened to drawing on what they already know, or on background information and vocabulary provided by teacher. 	<ul style="list-style-type: none"> Discuss why some events in a story are important and make simple links between items of information. Participate in discussions about books they have listened or read, making inferences on the basis of what is said and done and listening to what others say.
	PRED	<ul style="list-style-type: none"> Make simple, plausible suggestions about what will happen next in a book they are reading. 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far. Recognise and joins in with predictable phrases in a book they have listened to or read. 	<ul style="list-style-type: none"> Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story.
Responding to the Text	PRS	<ul style="list-style-type: none"> When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. 	<ul style="list-style-type: none"> Select favourite part of a book and talk about why that part is their favourite, giving reasons linked to their own experiences where appropriate. Participate in discussion about what is read to them, taking turns and listening to what others say. 	<ul style="list-style-type: none"> With support, use empathy to help them understand characters and their motivation. Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions.
	PERF		<ul style="list-style-type: none"> Recite a simple rhyme or poem they have learnt by heart. 	<ul style="list-style-type: none"> Recite at least five poems by heart, adding appropriate intonation to make the meaning clear.
Language for Effect	LANG	<ul style="list-style-type: none"> Able to identify the repeated sound, having heard a phrase with clear alliteration. 		<ul style="list-style-type: none"> Recognise interesting vocabulary in a text they have listened to or read. Recognise simple recurring literary language in stories and poetry.
	VOC	<ul style="list-style-type: none"> With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known. 	<ul style="list-style-type: none"> Discuss their favourite words and phrases. Discuss and clarify the meanings of words, linking new meanings to known vocabulary.



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Themes and Conventions	RGE		<ul style="list-style-type: none">• Know some key stories, fairy stories and traditional tales, and can identify key characteristics of these stories.• Contribute to discussions about poems, stories and non-fiction texts they have listened to or read.	<ul style="list-style-type: none">• Discuss and express views about a wide range of texts they have listened to.
	STRC	<ul style="list-style-type: none">• Know that stories have a beginning, middle and an end.• Know that a book has a beginning and end and turns all the pages between them accurately.	<ul style="list-style-type: none">• Talk about the significance of the title and how it relates to events in a book.	<ul style="list-style-type: none">• With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story.• Able to read a range of non-fiction texts structured in different ways.



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Reading

Progression Grid (Key Stage Two)



		Year 3	Year 4	Year 5	Year 6
Literal Comprehension	LIT	<ul style="list-style-type: none"> Explain the main idea of a paragraph or page they have just read. Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted. 	<ul style="list-style-type: none"> With support, concisely sum up main ideas drawn from more than one paragraph. Discussing a book with others, ask questions to improve understanding of the text. Identify main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> Summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas. Pay close attention to the meanings of words when reading. 	<ul style="list-style-type: none"> Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas. Ask questions to improve understanding of a text. Use knowledge of idiom and figurative language to help understand meaning of a text. Summarise main ideas drawn from across a chapter or section, identifying key details that support main ideas.
	SEQ	<ul style="list-style-type: none"> Retell longer familiar stories they have read, e.g. myths and legends. 	<ul style="list-style-type: none"> Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on purpose. 	<ul style="list-style-type: none"> Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose. 	<ul style="list-style-type: none"> Track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text.
	IR	<ul style="list-style-type: none"> Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words. Retrieve specified information from a range of fiction and non-fiction texts. 	<ul style="list-style-type: none"> Ask a question they would like to find the answers to in a fiction or non-fiction book. Retrieve and record information from fiction and non-fiction. 	<ul style="list-style-type: none"> Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. Answers questions about similarities and differences between two chapters of a book. Select and sort information from a range of sources and, with minimal support, record this information. 	<ul style="list-style-type: none"> Start to select information independently from more than one source and often summarise it (in speech or note form). Retrieve, record and present information from fiction and non-fiction.
	ACC	<ul style="list-style-type: none"> Automatically track meaning of text during reading, pausing to self-correct where necessary. With some support or prompting, can explain meaning of what has been read, in response to a question. 	<ul style="list-style-type: none"> Check that text makes sense, discussing their understanding and explaining meaning of words in context. 	<ul style="list-style-type: none"> Accurately track meaning of the text during reading, self-correcting automatically where necessary as part of the reading process. Often understands and explains meaning of an unfamiliar word in context. 	<ul style="list-style-type: none"> Check that text makes sense, discussing their understanding and explaining the meaning of words in context.



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		Year 3	Year 4	Year 5	Year 6
Inference	INF	<ul style="list-style-type: none"> Distinguish between simple statements of fact and opinion where opinions are clearly signposted with 'I think'. When prompted, draw inferences such as characters' feelings, thoughts and motives from their actions. 	<ul style="list-style-type: none"> Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence. 	<ul style="list-style-type: none"> Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support, can justify inferences, including some that are less clearly suggested by the text. Distinguish between statements of fact and opinion when both are included in a text. Identify the character from whose point of view the story is told, and can infer that character's feelings, thoughts and motives from their actions, often justifying inferences with evidence. 	<ul style="list-style-type: none"> Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas. Ask questions to improve understanding of a text. Use knowledge of idiom and figurative language to help understand meaning of a text. Summarise main ideas drawn from across a chapter or section, identifying key details that support main ideas.
	PRED	<ul style="list-style-type: none"> Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. 	<ul style="list-style-type: none"> Make a plausible prediction about what might happen next in a story, and when prompted can explain reasons. Predict what might happen from what is stated and implied in a text. 	<ul style="list-style-type: none"> Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose. 	<ul style="list-style-type: none"> Track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text. Predict what might happen next in a range of texts, including those which are less predictably structured, based on stated and implied details from the text and their wider reading.



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		Year 3	Year 4	Year 5	Year 6
Responding to the Text	PRS	<ul style="list-style-type: none"> Give an opinion on a moral dilemma presented in a story and give a simple reason for this. 	<ul style="list-style-type: none"> Participate in discussion about books, taking turns and listening to what others say. 	<ul style="list-style-type: none"> With support where necessary, provide justifications for their views. Participate in discussions about books, and with support can build on their own and others' ideas. 	<ul style="list-style-type: none"> Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously. Ask questions to improve understanding of a text. Provide reasoned justifications for their views. Recommend books to peers, giving reasons for their choices and comparing it to other books on the same theme or by the same author.
	PERF	<ul style="list-style-type: none"> Copy a modelled reading of a poem with varying expression and volume or follows stage directions for how to read lines of a play. 	<ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> Work in a group to prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience. Discuss their understanding of what they have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes. 	<ul style="list-style-type: none"> Learn a variety of poems by heart and perform them in a way that conveys the meaning to the audience. Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic, using notes appropriately and answering some questions about it.



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Language for Effect	LANG	<ul style="list-style-type: none"> Point out interesting vocabulary on a page and can explain in simple terms the effect the word has on the reader. 	<ul style="list-style-type: none"> Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination. 	<ul style="list-style-type: none"> Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. 	<ul style="list-style-type: none"> When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader. Discuss and evaluate how authors use figurative language, considering the impact on the reader.
	VOC	<ul style="list-style-type: none"> Use knowledge of how a dictionary is structured to find out the meaning of words. 	<ul style="list-style-type: none"> Use a dictionary to check the meaning of words they have read. 	<ul style="list-style-type: none"> Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and can then explain the word's meaning to someone else. 	<ul style="list-style-type: none"> Take part in discussion to explore words with different or similar meanings, based on their reading.



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Themes and Conventions	RGE	<ul style="list-style-type: none"> Has read or listened to a range of texts, including some myths, legends, fiction, poetry, plays, non-fiction and reference books, and can answer questions about the texts. 	<ul style="list-style-type: none"> Experience and respond to different types of books, e.g. story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Read books that are structured in different ways and for a range of purposes. Has increasing familiarity with a wide range of books, including fairy stories, myths, legends, fiction, poetry, plays, non-fiction and reference books and is able to retell stories and discuss texts. 	<ul style="list-style-type: none"> With support, identify and discuss themes and conventions in and across selected texts. Read for a range of purposes. With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts. 	<ul style="list-style-type: none"> Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identify and discuss themes and conventions in and across a wide range of writing.
	STRC	<ul style="list-style-type: none"> Beginning to use familiar non-fiction features independently to help them navigate through a text. With support, identify some of the ways in which language and structure contribute to meaning in different types of texts. 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning. Identify some of the ways in which fiction texts are structured, e.g. through use of chapters. 	<ul style="list-style-type: none"> Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective. 	<ul style="list-style-type: none"> Read books that are structured in different ways, and read for a range of purposes. Identify how language, structure and presentation contribute to meaning.

Key:

LIT: Literal Comprehension

INF: Making Inferences

PRS: Personal Response and Evaluation of Text

LANG: Literary Language

RGE: Range of Texts

SEQ: Sequencing

PRED: Prediction

PERF: Performance

VOC: Vocabulary Development

STRC: Text Structure

IR: Information Retrieval

ACC: Accuracy