





Progression in Reading skills

	EYFS	Y1	Y2	Y3	Y4
<p>Decoding/fluency</p> <p>Decode </p>	<p>Joins in with well-known or repeated phrases in stories which are read to them. Decodes and blends CVC and then CCVC words.</p>	<p>Children read confidently by decoding using the sounds they have been taught so far. They have a growing number of words they can read automatically.</p>	<p>Can read at a speed of 90 words per minute. Children develop expression when reading aloud, particularly where characters are speaking in a story.</p>	<p>Fluency is developed by choral reading and echo reading in whole class reading and small groups.</p>	<p>Fluency is developed by choral reading and echo reading in whole class reading and small groups. expression confidently when reading aloud.</p>
<p>Retrieval</p> <p>Retrieve </p>	<p>Can answer simple Retrieval questions about stories without pictures or prompts.</p>	<p>Children can answer questions about what has just happened in a story.</p>	<p>Can explain their understanding of independent reading by answering simple questions about what they have just read.</p>	<p>Can begin to learn the skill of 'skim and scan' to retrieve details. Children begin to use quotations from the text.</p>	<p>Can confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.</p>
<p>Prediction</p> <p>Predict </p>	<p>Can make suggestions about what might happen next or how a story might end based on events so far. Innovates stories through role play and small world play.</p>	<p>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.</p>	<p>Can make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p>	<p>Can 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: both stated and implied They are taught to monitor these</p>	<p>Can use relevant prior knowledge as well as details from the text to form predictions based on what has been implied. They are taught to monitor these predictions and compare them with the text as they read on.</p>

				predictions and compare them with the text as they read on.	
Inference 	Can infer meaning about characters' feelings using pictures and verbally link these to their own experience.	Children make inferences about characters' feelings using what they say and so to infer basic points with direct reference to the pictures and words in the text.	Can make inferences about characters' feelings using what they say and so to infer basic points and begin, with support to pick up on more subtle references.	Can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing a specific point in the text.	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.
Questioning	With support, can generate simple questions using who, when, what, how and why.	Can generate literal recall questions. They are taught how to ask questions before, during and after reading.	Can generate literacy recall questions of their own which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text	Can generate a variety of questions - recall and inferential to help them understand the text further. Introduce the idea of 'story themes' Love, friendship, revenge, learn a lesson, good vs evil etc.	Can generate a variety of questions - recall and inferential and questions about the deeper meaning of a text to help them understand the text further. Develop the idea of story themes. Courage, overcoming obstacles
Summarise 	Can recall and order key events from the text. Can use a story line or narrative in their role play and small world play.	Can retell and order events from the text. They begin to discuss how events are linked.	Can retell and order events from the text. They begin to discuss how events are linked. They are able to focus on	Summarise the main idea/s within a paragraph or section. Make notes from one source to capture key information about a	Make notes from one source to answer key questions through highlighting/recording key words and phrases, using bullet points, diagrams, symbols.

			the main content of the story.	topic through recording or highlighting sentences/key words.	Summarise ideas across several paragraphs or sections.
<p>Define</p> <p><u>Define</u> </p>	Can use book talk to clarify their thinking, ideas and feelings. E.g. linking to their own experiences.	Can discuss new word meanings and link them to words they already know.	Can begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill.	Can begin to find the meaning of new words using substitution within a sentence. Identify and discuss new words in context Identify words and phrases that catch the readers interest e.g. it says gobbled which tells you he was eating greedily and quickly.	Can find the meaning of new words using the context of the sentence. They also link new words to other words they already know. Identify words and phrases that catch the readers interest e.g. it says gobbled which tells you he was eating greedily and quickly.
<p>Compare</p> <p><u>Compare</u> </p>	Can say if a story reminds them of another that they know.	Can say if a story reminds them of another that they know.	Can say if a story reminds them of another that they know and give examples of how they are similar and different.	Can say if a story reminds them of another that they know and give examples of how they are similar and different.	Can say how texts are similar or different giving reference to characters, setting and themes.
<p>Explore</p> <p><u>Explore</u> </p>	Can recognise changes in text type or font to create meaning e.g. italics or bold	Can recognise changes in text type or font to create meaning e.g. italics or bold	Can recognise words and phrases that the author has used for effect.	Can recognise words and phrases that the author has used for effect and can discuss the impact on the reader. Use age appropriate dictionaries and	Can recognise words and phrases that the author has used for effect and can discuss the impact on the reader. Use age appropriate dictionaries and thesauri to check the meaning of words.

				thesauri to check the meaning of words.	Explain the meaning of new words in context.
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