Reading Progression Map

Reading Progression in EYFS

Reading – Word Reading	Preschool - Three and Four-Year-Olds	Reception	Early Learning Goals
Phonics and Decoding	Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known lettersound correspondences and, where necessary, a few exception words.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.
Common Exception Words		Read some common exception words matched to the school's phonic programme.	To read some common irregular words.
Fluency	Understand the five key concepts about print: • print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom	Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Understanding and Correcting Inaccuracies	Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Comparing, Contrasting and Commenting	Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Words in Context and Authorial Choice	Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary.	Learn new vocabulary. Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Inference and Prediction	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.	
Poetry and Performance	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know.	Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	

Word reading Years 1-6						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/ency, -able/-ably and -ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

Common Exception Words	*To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.*	*To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.*	*To begin to read Y3/Y4 exception words.**	*To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.*	*To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.*	
Fluency	*To accurately read texts that ar consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.*	*To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.* *To reread these books to build up fluency and confidence in word reading.* *To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in ageappropriate texts.*	*At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.*			

Skills and strategies to Read for Understanding

This is step one in the sequence. Children must understand the text before they can analyse it. In this step, we use Active Reading Strategies to ensure that the children actively engage with their reading, recognising when they do not understand something and have strategies to address this.

Key Objectives	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Use prior knowledge to support understanding. Knowing what has been taught in topics in previous years will be essential in supporting children in their prior knowledge.	Think about what they know about events or topics prior to reading.	Link the topic or events from a text to their own experience and/or information they know. Recognise how books are similar to others they have read or heard.	Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.	Link what they have read in a text to what they know; their experience and that of others; and their experience of reading similar texts.	Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.	Comment on what they have read and compare this to what they expected, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read.
Check that books make sense to them.	Listen to their own reading, and that of others, and make a sense check at regular intervals. Use grammatical elements to ensure understanding e.g. understand which character pronouns are referring to. Use punctuation to aid understanding.	Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re-reading to gain understanding. Use grammatical elements to ensure understanding e.g. understand which character pronouns are referring to.	Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Identify new sentence structures and discuss to develop understanding. Put into their own words their understanding of what they have read.	Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost.	Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.	Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning
Ask questions to improve and deepen their understanding.	Ask questions about aspects of a text they don't understand. Ask questions to understand what has happened in stories they have read or have been read to them. Ask questions to explore what characters say and do.	Ask questions about a text to ensure they understand events or ideas in a text. Ask what, where and when questions about a text to support and develop their understanding. Ask questions to understand more about characters and events in narrative or the topic in non-fiction.	Ask questions to clarify the meaning of events or ideas introduced or explored in a text Clarify their understanding of events, ideas and topics by asking questions about them. Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.	Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text Identify elements of a text which they do not understand and ask questions about it. Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.	Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more. Build 'thinking time' into their reading, identifying questions that they want answered. Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.	Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching Build 'thinking time' into their reading, identifying questions that they want answered. Ask questions to clarify their understanding of words, phrases,

			Ask increasingly informed questions to improve understanding of a text.		Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding. Refine questions to deepen understanding of a text e.g. can generate a further question based on an initial question that take the group's thinking further.	events and ideas in different texts. Ask questions to clarify and explore their understanding of what is implied in the text.
Use strategies to locate or infer the meaning of unfamiliar words.	Speculate about the possible meaning of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text.	Learn how to find the meaning of an unfamiliar word where this is explained in the preceding or subsequent sentences or in a glossary. Check whether the suggested meanings make sense in the context of the text.	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. Identify new vocabulary and discuss to develop understanding.	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, 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. Clarify unfamiliar vocabulary met in information 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. 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. Clarify unfamiliar vocabulary met in information texts.	Check the plausibility and accuracy of their explanation 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.
Annotate text.	With support, mark significant incidents in a story or information in a non-fiction text.	Make simple notes on a text e.g. underlining key words or phrases, adding headings etc.	Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading. Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information.	Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.	Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.	Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful
Visualise their understanding of what they have read.	Visualise what they have been reading e.g. through drawing or acting out	Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or series of events.	Re-present information gathered from a text as a picture or graphic, labelling it with material from the text.	Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. Use information from the text to justify their visual representations.	Re-present information from a text graphically Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself	Re-present information from a text graphically Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself
Draw inferences	Use background knowledge to help them to make sense of texts. Make simple inferences based on what characters say and do.	Use background knowledge to help them to make sense of texts. Make simple inferences based on what characters say and do.	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated.	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.	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.	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.

Make predictions.	Make predictions based on clues such as pictures, illustrations, titles.	Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.	Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.	Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on. Make predictions at regular intervals when reading	Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.	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.
Sequencing (KS1) and Summarising (KS2) Texts	Retell a story using supporting materials e.g. text map. Retell some important information that they've found out from a text.	Retell a story giving the main events. Retell some important information that they've found out from a text.	Retell main points of a story in sequence. Identify a few key points from across a non- fiction passage.	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.	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 their current understanding at regular intervals when reading an extended text.	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 their current understanding about a text at regular intervals.
Adapt reading strategies for different purposes according to their text type.	Locate parts of the text which give particular information, including labelled diagrams and charts.	Re-read sections of text carefully to find answers to questions about characters and events. Stop and think about what they have read. Put what they have read into their own words.	Identify where they don't understand what they've read, stop reading and take steps to fix the problem. Re-read sections of texts carefully to check their ideas about the text. Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.	Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading. Pay particular attention to introductions and opening/ closing sentences in paragraphs to identify key information.	Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it 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. Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.	Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information 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. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.
Use a dictionary effectively	Use simple dictionaries and begin to understand their alphabetical organisation.	Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.	Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary.	Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly.	Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.

Skills and strategies to Analyse Text

This is step two in the sequence and must be completed after step one. Some of the objectives are repeated, but this is to develop a deeper understanding based on a re-reading of the text.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieve and record information	Retrieves key information from a text. 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 have been read to them. Find information in a text about an event, character or topic. Be supported in locating information using contents, index, sub-headings, page numbers etc.	Retrieves information stated within text (may not be obvious). 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.	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. Retrieves information from the text where there is competing (distracting) information. Use content pages and indexes to retrieve and record information from non-fiction texts.	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Take information from diagrams, flow charts and forms where it is presented graphically. Retrieve information from text where there is competing (distracting) information. Identify events that are presented in more detail and those that are skimmed over.	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 different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. Retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text. Retrieves information, referring to more than one place in the text and where there is competing (distracting) information.	Use evidence from across a text to explain events or ideas. Retrieve information, referring to more than one place in the text and where there is competing (distracting) information. Retrieve information from texts and evaluate its reliability and usefulness. Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table.
Draw inferences such as inferring characters' feelings, thoughts and justifying inferences with evidence.	Speculate about characters from what they say and do e.g. when role playing parts or reading aloud. Identifies goals or motives of the main characters on the basis of what they have said or done. Discuss what is suggested about a character from the way he/she speaks. Uses different voices for characters when reading aloud. Uses a different voice pitch to indicate whether they are reading and exclamation or question.	Make inferences about characters from what they say and do, focusing on important moments in a text. Make statements about characters on the basis of what is said and done, identifying how verbs and adverbs support their judgements. Identify that the verbs used for dialogue can tell us how a character is feeling. Demonstrates empathy with characters looking at descriptions and actions. Identifies evidence of change as a result of events e.g. in character behaviour. Recognises that different characters have different thoughts/feelings about views on and responses to particular scenarios e.g. that in Red Riding Hood, the wolf would see the story differently from the girl herself. Explain how the way a character speaks reflects their personality.	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. Suggest reasons for events and characters' actions. Infers characters' feelings, motives, behaviour and relationships based on their actions in the story. Identifies evidence of relationships between characters based on dialogue and behaviour.	Deduce the reasons for the way that characters behave from scenes across a short story. Make deductions about the motives and feelings that may lay behind characters' words. Comments on the way key characters respond to a problem. Make deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected. Analyse dialogue, making judgements about the extent to which characters reveal their true feelings or motives. Explore alternative outcome to an issue.	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. Provides evidence of characters changing during a story and discusses possible reasons where reasons have not been obviously stated in the text. Recognises that characters may have different perspectives on a story. Consider the time and place where a story is set and looks for evidence that affects characters' developments and/or plot development. Analyse characters' appearance, actions and relationships and make deductions about differences in patterns of relationships and attitudes. Identify examples of dialogue that show different degrees of formality and consider what this implies about the relationships and context. Show understanding through emphasis, intonation and volume when performing.	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. Draw reasoned conclusions from non-fiction texts which present differences of opinion. Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody.

Predict what might happen from details stated and implied.	Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts. Predict events and endings.	Make plausible predictions showing an understanding of the ideas, events or characters they are reading about. Predicts with increasing accuracy and adapts prediction in light of new information. Predicts some key events of a story based on the settings described in the story opening.	Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded. Predict from the details stated and can indicate the likelihood of their prediction being correct.	Use information about characters to make plausible predictions about their actions. Predicts on the basis of mood and atmosphere how a character will behave in a particular setting.	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. Identify whether changes in character met with or challenged the reader's expectations.	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.
Identify how language contributes to meaning	Explore the effect of patterns of language words and phrases. Identify and discuss some key elements of story language. Make collections of interesting words. Identify simple and recurring literary language Discuss the language used in labels and captions. Notice how language is used in instructional writing and recounts. Discuss the meaning of significant words met in reading linked to particular topics.	Discusses effective word choices e.g. slimy is a good word because... Identifies that adverbs help to tell us how a character is feeling. Notice some of the language features of non-fiction texts e.g. direct address, language of explanation Identify simple literary language e.g. words/phrases that identify a traditional tale. Investigate traditional story language e.g. story openers and endings, scene openers, language that signals time shift or magical event etc. Begin to understand that written language (standard English) has conventions that don't apply in spoken language.	Comment on use of language using appropriate terminology including alliteration, rhythm, rhyme, simile etc. 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. Identifies how settings are used to create atmosphere e.g. what words and phrases indicate that something bad might be about to happen? Explain how words/ phrases in the description are linked to create suspense. Explains how words/ phrases in the description are linked to create an overall and consistent impression on the reader e.g. what other words and phrases tell us that he is a sinister character? Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts. Identify and understand a wide range of conjunctions used to link events together. Notice the difference between first and third person accounts. Develop understanding that written language (standard English) has conventions that don't apply in spoken language.	Comment on use of language using appropriate terminology including alliteration, rhythm, rhyme, simile etc. Discuss the meaning of similes and other comparisons they have read. Note examples of descriptive language and explain the mood or atmosphere they create. Identify the way in which descriptive language and small details are used to build an impression of an unfamiliar place. Identify how specific words and phrases link sections, paragraphs or chapters. Notice key words and phrases used to convey the passing of time to introduce paragraphs or chapters. Investigate the language features of different sorts of non-fiction texts. Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary. Identifies techniques used by the author to persuade the reader to feel sympathy or dislike.	Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect. Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts. Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts. Note words and phrases in pre-twentieth century writing which have changed their meaning over time. Identify examples of effective description that evoke time or place and comment on both word and sentence choice.	Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect. 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. Explain and use accurately the subject specific vocabulary used in different non-fiction texts. Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary.

Discuss and evaluate how authors use language and craft texts, considering the impact on the reader.	Begin to identify how characters and settings are created using specific vocabulary that creates imagery. Identify typical phrases e.g. story openings and endings. Begin to identify elements of an author's style e.g. familiar characters, settings and themes.	Speculate about why an author may have chosen a particular word and the effect they were wanting to achieve e.g. by considering alternative synonyms that might have been used. Identifies how characters and settings are created using specific vocabulary that creates imagery. Identifies elements of an author's style e.g. familiar characters, settings and themes.	Use the four purposes for writing to be able to classify the purpose of the texts studied and identify the likely audience with support. Identify where an author uses alternatives and synonyms for common or over-used words and speculate about the shades of meaning implied. Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs. Identifies elements of an author's style e.g. familiar characters, settings and themes.	Use the four purposes for writing to be able to classify the purpose of the texts studied and identify the likely audience, with some support. Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Identify figurative and expressive language that builds a fuller picture of a character. Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Identify how authors use precise vocabulary to meet the intended purpose or effect. Understand how authors use a range of sentence constructions e.g. relative clauses to add detail. Explain the decisions that the author has made in setting up problems for the characters and choosing how to resolve them. Identifies elements of an author's style e.g. familiar characters, settings and themes.	Use the four purposes for writing to be able to classify the purpose of the texts studied, identify the likely audience and evaluate the effectiveness of the text to meet the intended purpose and audience. Discuss the meaning of figurative language (metaphors, extended metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices, considering why authors might have used them Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue. Identify how the author signals change in the narration, time and place and notes the effect that this has on them as a reader. Consider the language used in a text and pick up the implications and associations being made by the writer. Explore in-depth the meaning of multi-layered (figurative) words and phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text. Recognise the style of different authors and identify their intended audience. Identify precision in the use of technical vocabulary and considers the different reasons for why an author might use this e.g. for genuinely informative reasons or to 'bamboozle' the reader. Identify how an author varies pace by using direct or reported speech at different points in a story. Comment on how a character is built and presented, referring to dialogue, action and description.	Use the four purposes for writing to be able to classify the purpose of the texts studied, identify the likely audience and evaluate the effectiveness of the text to meet the intended purpose and audience. Analyse, and explain the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc. Notice where the author has used a wider range of cohesive language to create more sophisticated links within and between paragraphs e.g. where the author has avoided over-use of obvious adverbials or conjunctions. Identify how authors use a range of narrative structures e.g. stories within stories. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses language to imply ideas, attitudes and points of view. 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. Discuss the way that writers of non-fiction match language and text structure to their intentions – to amuse, persuade etc. Explain how authors of non-fiction texts express, sequence and link points. Explain the intent of the author e.g. explain how the author has tried to manipulate the emotion or bias the reader. Explain how poets create shades of meaning. Consider when a story was first published and discuss the audience that the author had in mind when reading texts from our literary heritage.

					In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.	In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction. In non-fiction texts distinguish between explicit and implicit points of view.
Distinguish between statements of fact and opinion (Y5/6)						

Understanding the Whole Text

This is the third step in the sequence that focuses on the text as a whole. It is possible to teach elements of this step before step two, for example, you may wish to analyse the structure of poems before analysing language. However, comparisons of text should always take place after understanding and analysing.

	Year One	Year Two	Year Three	Year 4	Year 5	Year 6
Identify main ideas and themes in a wide range of books.	Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences. With support, can identify where the texts explored meet the overall English theme.	Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative. Identifies common themes in traditional tales e.g. magic objects, good overcoming evil etc. Begin to identify where the texts explored meet the overall English theme.	Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text. Identify how and where the texts explored meet the overall English theme and begin to suggest other texts that could be included in the theme.	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. Identify underlying themes in a range of narrative texts. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts. Identify how and where the texts explored meet the overall English theme and suggest other texts that could be included in the theme.	Identify and compare underlying themes in a range of narrative texts e.g. track words and phrases linked with the theme throughout the narrative and note how the author keeps reinforcing the theme throughout. 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. Identify how and where the texts explored meet the overall English theme, suggest other texts that could be included in the theme and suggest alternative themes for the collection of texts.	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. Provide evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction texts. Explain underlying themes across a range of poetry e.g. form compilations of poems based on themes, explaining choices for the grouping and considering the order of the poems in the compilation. Identify how and where the texts explored meet the overall English theme, suggest other texts that could be included in the theme and suggest alternative themes for the collection of texts.

Identify how structure and presentation contribute to meaning.	Identify and compare basic story elements e.g. beginning, middle and endings in different stories. Begins to understand how written language can be structured differently according to genre. Understand that there is a range of non-fiction texts e.g. different layouts for instructions, information texts etc. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Recite poem with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.	Identify and discuss story elements such as setting, events, characters and the way that problems develop and get resolved. Notice how information is presented. Show awareness of the use of features of organisation e.g. index, bold writing. Explain organisational features of texts, including alphabetical layout, diagrams, captions, hyperlinks and bullet points. Identify and discuss patterns of rhythm, rhyme and other features which influence the sound of a poem.	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Recognise different narrative genres. Notice how information is presented across a range of texts and identify the conventions of different types of writing. Identify how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Recognises the move from general information to specific detail. Recognises some different forms of poetry. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.		Analyse the structure of more complex non-linear narratives, including texts that require choices to be made by the reader. Note how cohesion is achieved in different ways. Identify conventions across a range of non-fiction text types and forms and can identify where a common convention has been broken/ breached/ ignored. Offer reasons for why the author may have chosen to do this. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. Use knowledge of different organisational features of texts to find information effectively. Comment on how information is presented on the page. Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. Discuss the way that writers of non-fiction match text structure to their intentions. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.	Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structures of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes. Use knowledge of different organisational features of texts to find information effectively Identify and explain how complicated information is presented on the page to make reading easier Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured. Identify and analyse conventions across a range of non-fiction text types and forms and look at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive text into groups.
Make comparisons within and across texts.	Discuss and compare events or topics they have read about or listened to.	Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narrative. Explain differences between fiction and non-fiction.	Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author. Comments on the effect of scene changes e.g. moving from a safe place to a dangerous place to build tension. Compare plot structures.	Collect information to compare and contrast events, characters or ideas. Comment on differences between what characters say and what they do. Compare and contrast books and poems on similar themes. Explains similarities and differences with own experiences.	Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text. Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Analyse paragraph structures in similar texts, noting and commenting on similarities and differences. Check whether viewpoint changes in the story. Identify balanced or biased viewpoints and discuss texts which explore more than one perspective on a story.	Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences. Identify similarities and differences between characters, places, events, objects and ideas in texts. Explain how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. I didn't like this character at the beginning because…but now I understand why.

Evaluate the text.	Talk about aspects of the text that they like.	Explain why they like a particular text.	Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose.	Identify aspects or features that make a text entertaining, informative or useful. Evaluates texts for their appeal for the intended audience.	Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic (in non-fiction).	Identify the features that make some texts more effective than others. Justify agreement or disagreement with the narrators point of view when evaluating a text. Evaluate texts for their reliability and usefulness when researching a topic. +
Identify main ideas drawn from more than one paragraph and summarise these.	Identifies how non-fiction texts are sequenced	Identifies the sequence of events. Identify words and phrases that link events. Draw together information from across a number of sentences to sum up what is known about a character, event or idea.	Retell main points of a story in sequence. Identify a few key points from across a non- fiction passage. Summarises main ideas from a text.	Explain and justify an opinion on the resolution of an issue/ whole narrative. Summarise the way that the setting affects characters' appearance, actions and relationships. Summarises the main ideas of non-fiction texts.	Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text. Summarises main ideas from more than one text to support note taking. Analyses information from tables and charts and can incorporate this information into a summary of the whole text. Summarise ideas across paragraphs and identify key details that support the main ideas.	Summarise 'evidence' from across a text to explain events or ideas. Summarise competing views. Analyse dialogue at certain points in a story and summarise its purpose e.g. convey plot, reveal character etc. Discuss main ideas from a text within a group and summarise the discussion. Identify and summarise underlying themes in a range of narrative texts, noting where there are several themes competing in a text.

Express, Record and Present Understanding

This is an opportunity for the children to demonstrate their understanding of a text once it has been fully explored. It is the last step of the sequence of learning for guided reading sessions. This would be the final week of an English unit sequence and does not need to be included in the week one sequence, unless appropriate.

	Year One	Year Two	Year Three	Year 4	Year 5	Year 6
Explain and discuss their understanding of what they have read.	Discuss reasons why things happen in the texts they read or are read to them. Express their understanding orally, and use words, illustrations and given formats to record their understanding.	Discuss themes, plots events and characters, comparing stories by the same and different authors. Compare the information given about topics in non-fiction texts.	Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information.	Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.	Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.	Contribute constructively to a discussion about reading, responding to and building on the views of others. Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.
Answer questions about a text and record their understanding.	Match events to characters in narrative and detail and information to objects or topics in non-fiction texts. Answer simple questions when they recall information about a text.	Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying. Use different formats (matching, ordering etc. to answer questions on a text.	Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information. Record their understanding of a text in different ways, using a range of formats.	Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. Answer questions on a text using different formats (matching, ordering, tabulating, etc.).	Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Vary the reading strategies they use to answer questions, depending on the different types asked. Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses.	Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text. Vary the reading strategies they use and mode of answering according to what is expected of them by the question. Use confidently the different formats (matching, ordering etc.) to answer questions on a text. Answer questions by explaining their ideas orally and in writing.

Justify their ideas about a text	With support, justifies their views about texts that they have read and had read to them e.g. uses the word 'because'	Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from the text. Uses evidence from the text by looking back through the text.	Identifies with characters and makes links with own experiences when making judgements about the characters' actions. Justifies their views about what they have read. Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text. Refers back to the text for evidence when explaining.	Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it. Justify opinions of particular characters. Identify key words and phrases as evidence when making a point.	Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis. Justify a personal response to particular texts and characters with evidence.	Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence from a text to support a hypothesis. Justify personal responses to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily. Express and justify personal preferences regarding significant authors/ poets. Explain how poets create shades of meaning, justifying own views with reference to the text and to other sources e.g. wider reading.
Demonstrate understanding of stories, poetry and plays through retelling and reciting orally.	Retell stories and parts of stories, using some of the features of story language. Learn and recite simple poems and rhymes, with actions and re-read them from the text.	Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Retell stories individually and through role-play in groups, using dialogue and narrative from the text. Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.	Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Read, prepare and present poems and play scripts.	Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.	Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.	Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.
Demonstrate understanding through written responses to texts	Begin to express and record their understanding of information orally, using simple graphics or in writing. Begin to express understanding of what has been read in familiar written forms e.g. write a diary entry in role, write to a character etc.	Express and record their understanding of information orally, using simple graphics or in writing. Begin to express understanding of what has been read in familiar written forms e.g. write a diary entry in role, write to a character etc.	Express and record their understanding of information orally or using graphics or in writing. Express understanding of what has been read in familiar written forms e.g. write a diary entry in role, write to a character etc.	Express and record their understanding of information orally or using graphics or in writing. Express understanding of what has been read in familiar written forms e.g. write a diary entry in role, write to a character etc.	Express and record their understanding of information orally or using graphics or in writing. Express understanding of what has been read in familiar written forms e.g. write a diary entry in role, write to a character etc.	Identify how authors use a range of narrative structures e.g. stories within stories and can demonstrate understanding by re-telling or re-writing the narrative using a different structure.
Ask questions to find out.	Pose questions and use a text to find answers.	Pose and record questions prior to reading to find something out. Ask follow-up questions about the topics they've read about.	Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.	Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.	Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read.	Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. Refine research questions in the light of initial findings. Generate open questions to explore a range of possibilities and justifies responses in relation to the text.