

**Progression in reading at Thursby school**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Decoding/ fluency</b>	Join in with well known or repeated phrases in stories which are read to them. Decode and blend CVC and then CCVC words	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.	Children can read at a speed of 90 words per minute. Children develop expression when reading aloud, particularly where characters are speaking	Fluency is developed by choral and echo reading during whole class reading (and 1:1 where needed).	Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression confidently when reading aloud.	Children can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural as if they are speaking.	
<b>Retrieval</b>	Children can answer simple recall questions about stories without pictures or prompts	Children can answer questions about what has just happened in the story	Children can explain their understanding of independent reading by answering simple questions about	Children begin to 'skim and scan' to retrieve details. Children begin	Children confidently skim and scan texts to record detail, using relevant quotes to support their answers to questions.	Children confidently skim and scan texts to record details, and also use the skill of reading before	Children confidently skim and scan, and also use the skill of reading before and after to retrieve

			what they have just read.	to quotations from the text.		and after to retrieve information. They use evidence from across larger sections of text.	information. They use evidence from across whole chapters or text.
<b>Prediction</b>	Makes suggestions about what could happen next or how a story might end based upon what has happened so far. Innovate stories through role play and small world play.	Makes simple predictions based on the story and their own life experiences. They can begin to explain these ideas verbally or through pictures. Adults might scribe their ideas.	Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations for them.	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	Use relevant prior knowledge as well as details from the text to form predictions and to justify them. They are taught to monitor these predictions and compare them with the text as they read on.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read along.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions in light of new information.

<p><b>Inference</b></p>	<p>Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience</p>	<p>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.</p>	<p>Children 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</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing a specific point in the text.</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions. They will consolidate the skill of justifying them using a specific reference to the text.</p>	<p>Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text</p>	<p>Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They draw evidence from more than one place across a text</p>
<p><b>Questioning</b></p>	<p>With support, children can generate simple questions using who,</p>	<p>Children can generate literal recall questions. They are taught</p>	<p>Children generate literacy recall questions if their own which go</p>	<p>Children can generate a variety of questions -</p>	<p>Children can generate a variety of questions - recall and inferential to help</p>	<p>Children actively generate a variety of questions to</p>	<p>Children actively generate a variety of questions to</p>

	when, what, how and why.	how to ask questions before, during and after reading.	with the text they are reading. Children can use their own question words and begin to be able to change their questions as they progress through the text.  Introduce the idea of story themes – ‘beating the monster’, ‘journey/quests’ etc	recall and inferential to help them understand the text further.  Children can recall story themes	them understand the text further.  Children can develop complex story themes.	focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.	focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking skills that take the discussion deeper and beyond the text.
<b>Summarising</b>	Children recall and order key events from the text. They use a	Children retell and order events from the	Children retell and order events from the text.	Children begin to distinguish between the	Children use skills developed in year 3 and are able to write	Children begin to make connections	Children summarise information

	storyline or narrative in their role play and small world play.	text. They begin to discuss how events are linked.	They begin to discuss how events are linked. They are able to focus on the main content of the story.	important and less important information in a text. They are able to give a verbal summary of. Teachers begin to model how to record summary writing.	a brief summary of main points, identifying and using important information.	between information across the text and include this information in their written summaries.	from across a text and link information by analysing and evaluating ideas between sections of text.
<b>Clarifying</b>	Children use talking about books to clarify their thinking, ideas and feelings. E.G. linking to their own experiences	Children discuss new meanings of words and link them to words they already know.	Children begin to find the meaning of new words using the context of the sentence. They use pictures	Children discuss new meanings of words using substitution within a sentence.	Children find the meaning of new words using the context of the sentence. They also link new words to	Children read around the word and explore its meaning in the broader context	Children read around the words and independently explore its meaning in the broader context

			to help support the skill.		other words they already know.	of a section or paragraph.	of a section or paragraph.
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