Annesley Primary & Nursery School Progression Map

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Reading

At Annesley, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. This curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for not only reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills, so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading.

Our ARCHIE framework embeds six core values across our curriculum – Ambition, Resilience, Confidence, Honesty, Independence, and Equality. Below are how these values apply to Reading at Annesley Primary & Nursery School:

A	We challenge children to read books that stretch them and widen their world. Pupils follow a well-sequenced reading curriculum in which texts become progressively richer and more demanding, introducing them to new ideas, places, cultures and points of view that they might not otherwise encounter. Children are encouraged to aim high, to tackle ambitious vocabulary and complex texts, and to aspire to read widely and well. By experiencing a broad range of stories, poetry and non-fiction, pupils develop a love of reading and the aspiration to explore ever more challenging books. This ambitious approach ensures that every child is inspired to reach beyond their current abilities and to see reading as a gateway to the wider world.
R	We encourage children to keep practising their reading so that they read with greater fluency, acquire new vocabulary, visualise as they read, infer from the text and get excited about books and the new worlds they can introduce. Pupils learn that becoming a fluent reader takes regular practice and perseverance, and that tackling an unfamiliar word or a difficult passage is a natural part of learning rather than a sign of failure. Through repeated reading, rereading and the use of strategies such as sounding out, breaking down words and returning to the text, children develop the determination to keep going when texts are challenging. This resilient approach builds fluency and stamina, enabling children to enjoy increasingly demanding books and to take pleasure in their own progress.
C	Reading is taught so that all pupils become confident, independent readers who can access the full curriculum and the wider world without support. Through systematic teaching of phonics, fluency and comprehension, pupils develop the skills and habits needed to read accurately, understand deeply, and choose to read for purpose and pleasure. As children see their skills growing through well-sequenced teaching and regular practice, this tangible progress builds genuine self-belief in themselves as readers. They gain the confidence to read aloud, to discuss texts, to share their opinions about books and to approach unfamiliar texts without fear. This growing self-assurance enables pupils to see themselves as capable readers who can read for information, for learning and for enjoyment.
H	Honesty is embedded in our reading culture: pupils feel safe to say when they do not yet understand, allowing misconceptions to be addressed and progress to be secured. Children learn that admitting they are unsure of a word, a sentence or the meaning of a text is a positive and valuable step in their learning, rather than something to hide. In a supportive environment where honest questions are welcomed, teachers are able to identify gaps quickly and respond with targeted support. Pupils are also encouraged to reflect truthfully on their own reading, recognising what they have understood and where they need to improve, and to give genuine opinions about the books they read. This culture of openness ensures that learning is built on secure foundations.
I	We prioritise reading to ensure pupils gain independence early, enabling them to access learning, think critically, and engage confidently with texts across the curriculum. Through the systematic teaching of phonics and comprehension, children acquire the tools to decode, understand and interpret texts for themselves. Pupils are encouraged to choose books that interest them, to read for pleasure and to take ownership of their reading journey, developing the habit of reading beyond the classroom. As independent readers, children are able to question what they read, draw their own inferences and evaluate texts critically. This growing independence empowers pupils to become self-directed learners who can continue to explore and discover the world through reading throughout their lives.
E	Equality in reading means that every pupil receives the teaching, resources and support they need to succeed, ensuring no child is disadvantaged in accessing reading or the wider curriculum. Through adaptive teaching and timely intervention, all children are supported to make progress, regardless of their starting point, background or additional needs. We ensure equal access to high-quality books, resources and reading experiences, removing any barriers that might prevent a child from becoming a fluent, confident reader. By providing a rich and diverse range of texts that reflect different cultures, experiences and perspectives, we help every child to see themselves in the books they read and to value the voices of others.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Decoding: Phonics and Word Reading	**Knowledge**	• Graphemes represent phonemes (sounds); the more connections the reader makes between them, the more independent they can be. • Words are read by blending phonemes together. • Some common exception words have unusual spellings and cannot be read by sounding out in the usual way. **Key vocabulary:** sound, letter, grapheme, phoneme, digraph, blend, word, sentence	• Graphemes can represent more than one phoneme (the 40+ phonemes include alternative sounds), and the context helps the reader to decide the correct pronunciation. • Words can be read at a glance and by noticing different parts, e.g. graphemes, syllables and suffixes (-s, -es, -ing, -ed, -er, -est). • In a contraction, the apostrophe stands for the omitted letter(s), e.g. I'm, we'll; common exception words have unusual correspondences between spelling and sound. **Key vocabulary:** grapheme, phoneme, blend, syllable, suffix, contraction, apostrophe, exception word, root word	• The more a reader quickly recognises parts of a word, e.g. syllables, prefixes and suffixes, the more independent and fluent they can be. • Longer words can be read by finding the syllable boundaries and reading each syllable separately before combining them; suffixes are read by building on the root word. • Words that have been met frequently can be read quickly and accurately without overt sounding and blending. **Key vocabulary:** syllable, prefix, suffix, root word, alternative sound, exception word, automatic, accurate	• The reader can use what is known about familiar words to read unfamiliar words more fluently. • Root words, prefixes and suffixes (morphology and etymology, listed in English Appendix 1) help the reader to read aloud and to understand the meaning of new words. • Further exception words have unusual correspondences between spelling and sound, which the reader notes. **Key vocabulary:** root word, prefix, suffix, morphology, etymology, exception word, pronunciation	• The reader can use morphology and etymology to read unfamiliar words more fluently. • Longer words can have several possible pronunciations; the reader tests them and chooses the one that matches a word they have heard (e.g. 'technical'). • The origin of a word (its etymology), such as Latin and Greek roots, can help with both reading and meaning. **Key vocabulary:** morphology, etymology, Latin, Greek, root, pronunciation, unfamiliar, longer word	• Morphology and etymology (root words, prefixes and suffixes) help the reader to read aloud and understand the meaning of new words. • The reader must focus on all of the letters in a word, so as not to read 'invitation' for 'imitation' simply because it is more familiar. • Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. **Key vocabulary:** morphology, etymology, root, prefix, suffix, accurate, pronunciation, unfamiliar	• Knowledge of morphological families and word origins supports reading long, complex and subject-specific words fluently and accurately in any subject. • Correct pronunciation, as well as meaning, matters for new vocabulary, and a word read inaccurately can change the meaning of a sentence. • By the end of primary school, pupils should be able to read fluently and with confidence in any subject in secondary school. **Key vocabulary:** morphology, etymology, subject-specific, technical vocabulary, accurate, pronounce, fluent, confident
	Skills	• Say a sound for each letter of the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending.	• Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.	• Continue to apply phonic knowledge as the route to decode words until decoding is automatic and reading is fluent.	• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand new words. • Read further exception words, noting unusual	• Apply knowledge of morphology and etymology to read aloud and to work out the meaning of new words. • Read further exception words accurately.	• Apply knowledge of morphology and etymology to read aloud and understand new words. • Work out unfamiliar words independently,	• Read long, complex and subject-specific words accurately and fluently across the curriculum. • Use morphology and etymology to work out the meaning and

		• Read aloud simple sentences and books consistent with their phonic knowledge, including some common exception words.	• Read accurately by blending sounds in unfamiliar words containing taught GPCs; read words with -s, -es, -ing, -ed, -er and -est endings, and words of more than one syllable. • Read common exception words and words with contractions. • Read aloud books consistent with their phonic knowledge, re-reading them to build fluency and confidence.	• Read accurately words of two or more syllables, words with common suffixes, and further common exception words. • Read most words quickly and accurately without overt sounding and blending, and sound out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books closely matched to their phonic knowledge to build fluency.	correspondences between spelling and sound. • Test different pronunciations of longer words and match them to words they have heard.	• Use a dictionary to check the pronunciation and meaning of words they have read.	attending to all of the letters. • Check the pronunciation and meaning of new vocabulary, e.g. using a dictionary.	pronunciation of new words independently. • Check and correct their own reading when it does not make sense.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Fluency: Accuracy, Pace and Expression	**Knowledge**	• Written text can be read to sound like spoken language. • Stories, rhymes and songs read aloud by an adult show how text sounds when it is read.	• Reading words at a glance and using punctuation to read in phrases leads to fluent reading. • Re-reading books that are consistent with phonic knowledge builds fluency and confidence.	• Recognising a wider range of punctuation, and reading with appropriate pace, intonation and expression, supports understanding. • Poems learnt by heart can be recited with appropriate intonation to make the meaning clear.	• Expression and intonation can be altered to suit the audience or purpose for reading. • Poems and play scripts can be prepared to read aloud and perform, showing understanding through intonation, tone, volume and action.	• By controlling tone, pitch, pace and volume, the reader can create an atmosphere. • Performance of poems and plays shows understanding of the text to an audience.	• Fluent reading aloud depends on automatic word recognition, an understanding of sentence structure and attention to punctuation such as commas, dashes and brackets. • Poems and plays can be prepared and performed so that the meaning is clear to an audience; a wider range of poetry can be learnt by heart.	• Fluent, expressive reading shows interpretation; the reader adapts delivery to the meaning of the text and the impact intended on the audience. • Reading aloud and presenting to an audience, in formal presentations and debates, requires secure fluency and preparation.

		Key vocabulary: read, aloud, voice, rhyme, song, story, join in, listen	**Key vocabulary:** phrase, full stop, question mark, exclamation mark, fluent, re-read, smooth	**Key vocabulary:** pace, intonation, expression, punctuation, comma, speech marks, poem, recite	**Key vocabulary:** expression, intonation, tone, volume, action, perform, audience, script, purpose	**Key vocabulary:** tone, pitch, pace, volume, atmosphere, perform, rehearse, mood, audience	**Key vocabulary:** fluency, phrasing, punctuation, dash, bracket, perform, by heart, meaning, audience	**Key vocabulary:** interpretation, expression, delivery, rehearse, present, debate, audience, impact
	Skills	• Join in with predictable phrases, rhymes and songs. • Read simple sentences aloud so that they sound like talk. • Listen to and talk about stories read aloud, including favourite stories.	• Read aloud accurately books closely matched to their phonic knowledge. • Use full stops, question marks and exclamation marks to read in phrases. • Re-read books to build up their fluency and confidence.	• Read aloud with fluency, without overt sounding and blending. • Use a wider range of punctuation, and appropriate pace, intonation and expression. • Recite poems learnt by heart, with appropriate intonation to make the meaning clear.	• Prepare poems and play scripts to read aloud and to perform. • Show understanding through intonation, tone, volume and action. • Alter expression and intonation to suit the audience or purpose for reading.	• Control tone, pitch, pace and volume to create an atmosphere. • Rehearse and perform poems and play scripts for an audience. • Explain how expression shows understanding of the text.	• Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Learn a wider range of poetry by heart. • Use punctuation to guide phrasing and emphasis.	• Read aloud fluently and expressively from complex texts, adapting delivery to the audience and purpose. • Take part in formal presentations and debates, reading aloud with confidence from notes where necessary. • Read fluently across the curriculum.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Rereading and Monitoring Understanding	**Knowledge**	• Listening to a text several times increases enjoyment and understanding. • Children can ask for a favourite story again and notice more each time. **Key vocabulary:** again, favourite, listen, story, remember, join in	• Re-reading parts of a text that required some slow decoding can increase fluency and understanding. • Readers check that the text makes sense to them as they read, and correct inaccurate reading. **Key vocabulary:** re-read, check, makes sense, correct, again, slow, fluent	• Accurate decoding does not always result in understanding, so it is sometimes important to re-read parts of a text. • Readers monitor what they read, checking that a decoded word fits with the rest and makes sense (e.g. 'palace', not 'place'). **Key vocabulary:** monitor, check, re-read, sense, decode, understand, context, accurate	• Re-reading to clarify words or phrases increases understanding of text. • Readers check that the text makes sense, discuss their understanding and explain the meaning of words in context. **Key vocabulary:** clarify, re-read, context, discuss, check, explain, meaning	• Re-reading to improve pace, expression and intonation increases understanding of text. • Self-monitoring while reading is a habit that readers build, and strategies include going back, slowing down and reading on. **Key vocabulary:** re-read, monitor, strategy, expression, pace, intonation, slow down, read on	• Re-reading to explore literary language increases understanding of text. • Readers check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. **Key vocabulary:** literary language, explore, re-read, monitor, context, meaning, evidence	• Re-reading helps the reader to find evidence to support their views and opinions. • Skilled readers self-regulate: they notice when understanding breaks down and choose the best strategy to repair it. **Key vocabulary:** evidence, re-read, self-regulate, monitor, strategy, justify, opinion, repair

	Skills	• Ask to hear a favourite story again and join in. • Talk about what they noticed the second time. • Say when something does not make sense.	• Re-read parts of a book to build fluency. • Check that what they have read makes sense and correct inaccurate reading. • Say when a word or sentence does not make sense.	• Re-read a sentence or page that does not make sense, and correct their reading. • Read all of the words in a sentence accurately. • Check that a decoded word fits in with what else they have read.	• Go back and re-read to clarify the meaning of a word or phrase. • Check that the text makes sense and discuss their understanding. • Explain the meaning of words in context.	• Re-read to improve their pace, expression and intonation. • Choose and use strategies, e.g. going back, slowing down and reading on, to understand a text. • Discuss their understanding of a text.	• Re-read to explore literary language and check meaning. • Check that the book makes sense to them and explore the meaning of words in context. • Explain how re-reading changed their understanding.	• Re-read to find and select evidence to support their views. • Monitor their own understanding independently and choose appropriate strategies to repair it. • Justify their views using evidence from a re-read text.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Background Knowledge, Themes and Range of Reading	**Knowledge**	• Characters in stories sometimes do and feel the same things as the reader. • Key stories, fairy stories, traditional tales, rhymes and poems are shared every day, and some predictable phrases can be joined in with. **Key vocabulary:** story, character, fairy story, traditional tale, rhyme, poem, favourite, like me	• The reader's experiences help them to understand events and characters in text. • Key stories, fairy stories and traditional tales become very familiar and have particular characteristics that can be discussed. **Key vocabulary:** experience, character, event, fairy tale, traditional tale, characteristic, link, same	• Comparing similar characters and events in a range of different texts increases understanding. • A wider range of stories, fairy stories, traditional tales, poetry and non-fiction books, which are structured in different ways, are read. **Key vocabulary:** compare, similar, different, character, event, structure, non-fiction, classic	• Drawing on a range of familiar texts and experiences helps the reader to identify themes, such as the triumph of good over evil. • Books include fairy stories, myths and legends, plays, poetry and non-fiction, and each type has its own conventions (e.g. the greeting in a letter). **Key vocabulary:** theme, convention, myth, legend, fairy story, play, poetry, good over evil, type of writing	• Stories can include a range of themes, and the reader will relate to some of these because of what they have experienced or read in other books. • Different types of writing have different conventions, e.g. a diary in the first person or numbering and headings in instructions. **Key vocabulary:** theme, convention, diary, instructions, first person, headings, genre, link	• Building knowledge of a topic or theme helps the reader to understand text that is outside of their experience. • The reading diet includes myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. **Key vocabulary:** theme, topic, heritage, tradition, culture, modern fiction, myth, legend, compare	• Reading widely develops the reader's general knowledge and supports a deeper understanding of text. • Themes and conventions can be identified and discussed in and across a wide range of writing, and comparisons made within and across books. **Key vocabulary:** theme, convention, general knowledge, comparison, genre, heritage, culture, perspective
	Skills	• Link what happens in stories to their own experiences. • Retell familiar stories using their	• Link what they read or hear read to their own experiences.	• Compare similar characters and events in different stories.	• Identify themes and conventions in a wide range of books.	• Identify and talk about themes across more than one text.	• Use knowledge of a topic or theme to understand text outside their own experience.	• Identify and discuss themes and conventions in and across a wide range of writing.

		own words and recently introduced vocabulary. • Join in with predictable phrases and talk about characters.	• Retell key stories, fairy stories and traditional tales, and consider their characteristics. • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently.	• Retell a wider range of stories, fairy stories and traditional tales. • Discuss the sequence of events in books and how items of information are related.	• Retell some myths and legends orally. • Read books structured in different ways and for a range of purposes.	• Recognise the conventions of different types of writing. • Read for different reasons, including for pleasure and to find information.	• Make comparisons within and across books. • Read books from other cultures and traditions, and from our literary heritage.	• Use wider reading to deepen understanding and to build general knowledge. • Compare texts and explain how they differ in ideas and values.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Vocabulary: Words and Phrases	**Knowledge**	• Text contains words that the reader does not understand. • New words met in stories and non-fiction can be talked about and used in play and conversation. **Key vocabulary:** word, meaning, new, story, learn, use, talk about	• Some words or phrases will need clarifying if they are not understood in text that is heard or read. • New meanings can be linked to those already known. **Key vocabulary:** word, phrase, meaning, new, clarify, link, same, different	• Words and phrases can have more than one meaning, but one will make sense in the context of the text. • Favourite words and phrases, and simple recurring literary language in stories and poetry, can be discussed. **Key vocabulary:** meaning, context, word, phrase, favourite, repeat, literary language	• The context of the text can be used to infer the meaning of unfamiliar words and phrases. • Dictionaries can be used to check the meaning of words that have been read. **Key vocabulary:** context, infer, unfamiliar, dictionary, definition, phrase, capture imagination	• Morphology and etymology help the reader to understand unfamiliar words and phrases. • Words and phrases that capture the reader's interest and imagination can be discussed. **Key vocabulary:** morphology, etymology, prefix, suffix, root, unfamiliar, impact, phrase	• Reading more widely develops the reader's ability to use a range of strategies to clarify unfamiliar words and understand text. • Figurative language, such as metaphor and simile, uses words in a non-literal way. **Key vocabulary:** strategy, clarify, figurative language, metaphor, simile, context, dictionary, thesaurus	• Building a wide vocabulary and a deep understanding of literary language helps the reader to understand and enjoy a wide range of challenging texts. • Words can have precise shades of meaning, and the effect of a word can depend on its connotations. **Key vocabulary:** literary language, connotation, precise, shade of meaning, vocabulary, figurative, context, challenging
	Skills	• Say when they do not know a word and ask what it means. • Use new vocabulary in play, discussion and role play. • Talk about words they like.	• Ask what a word or phrase means. • Discuss word meanings, linking new meanings to those already known. • Clarify the meaning of words	• Work out which meaning of a word makes sense in context. • Discuss and clarify the meaning of words, linking new meanings to known vocabulary.	• Use context to infer the meaning of unfamiliar words and phrases. • Use a dictionary to check the meaning of words they have read.	• Use morphology and etymology to understand unfamiliar words and phrases. • Discuss why a word or phrase was chosen and its effect.	• Use a range of strategies, e.g. context, morphology and a dictionary, to clarify unfamiliar words. • Explore the meaning of words in context.	• Understand and enjoy challenging texts using a wide vocabulary and secure knowledge of literary language. • Explain the precise meaning and effect of words and phrases.

			when listening to a book.	• Discuss their favourite words and phrases.	• Discuss words and phrases that capture the reader's interest and imagination.	• Explain the meaning of words in context.	• Discuss figurative language and its impact on the reader.	• Discuss and evaluate how authors use language, including figurative language.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Asking Questions and Predicting	**Knowledge**	• Reading or listening to stories raises questions in the reader's mind. • The reader can use what they already know to suggest what might happen next. **Key vocabulary:** question, why, wonder, what next, guess, story, think	• Wondering and asking questions about a text increases understanding and enjoyment. • Prior knowledge, as well as information in the text, can help the reader to make sensible predictions about what might happen. **Key vocabulary:** wonder, question, predict, prediction, think, happen next, title, because	• Wondering and asking questions can help the reader to develop a deeper understanding of characters and events. • Some of the things the reader knows about characters or events, even though they are not written down, can help them to predict what might happen. **Key vocabulary:** question, character, event, predict, because, evidence, so far, think	• Asking questions about information that is inferred can help the reader to understand themes, such as the triumph of good over evil. • Predicting requires the reader to link salient points as they read to confirm or reject ideas. **Key vocabulary:** question, theme, salient, confirm, reject, predict, stated, implied	• Asking questions about text helps the reader to explore the different perspectives of characters, authors and readers. • Predicting is an ongoing process that helps the reader to monitor and adjust their understanding of text. **Key vocabulary:** perspective, author, reader, question, predict, adjust, monitor, viewpoint	• Asking questions helps the reader to understand how the author is presenting a view of the world, including how they depict values, age, gender and cultural groups. • Predictions are based on details stated and implied, and are revised when new information is read. **Key vocabulary:** depict, values, gender, culture, viewpoint, predict, stated, implied, revise, question	• Asking questions about a text can help the reader to explore their developing opinions, values and view of the world. • Predictions draw on the author's style, the structure of the text and knowledge of the genre, and are weighed against evidence. **Key vocabulary:** opinion, values, perspective, genre, structure, predict, evidence, plausible, challenge
	Skills	• Ask questions about a story or book. • Anticipate key events in stories. • Say what they think will happen next.	• Ask questions about a text. • Discuss the significance of the title and events. • Predict what might happen on the basis of what has been read so far.	• Ask and answer questions about characters and events. • Predict what might happen using the text and what they know about characters. • Discuss the sequence of events in books.	• Ask questions to improve their understanding of a text. • Predict what might happen from details stated and implied. • Confirm or reject predictions using the text.	• Ask questions that explore different perspectives of characters, authors and readers. • Predict what might happen from details stated and implied, and adjust predictions as they read. • Explain how they used the text to predict.	• Ask questions to improve their understanding of how the author is presenting a view of the world. • Predict what might happen from details stated and implied, justifying with evidence. • Revise predictions and understanding as they read on.	• Ask questions to explore their developing opinions, values and view of the world. • Predict using stated and implied details, and knowledge of the author's style and genre. • Challenge and justify predictions with reasons and evidence.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Inference	**Knowledge**	• Readers can know things about a text even though they are not written down. • Pictures, actions and what characters say help the reader to work out what is happening. **Key vocabulary:** picture, think, feel, because, character, know, clue, why	• The reader can understand why things happen, and why a character feels or behaves in a certain way, even though it is not written down. • Inferences are made on the basis of what is being said and done. **Key vocabulary:** infer, why, feel, because, character, clue, said, did	• The reader can use ideas from the text and their own experience to explain why things happen and why a character might behave or feel a certain way, even though it is not written down. • Cause and effect can be found in narrative and non-fiction, e.g. what has prompted a character's behaviour. **Key vocabulary:** infer, cause, effect, evidence, because, character, behave, clue, experience	• The reader can use ideas from the text that are inferred to understand themes, such as the triumph of good over evil. • Characters' feelings, thoughts and motives can be inferred from their actions and justified with evidence. **Key vocabulary:** infer, theme, feeling, thought, motive, action, evidence, justify	• There is more than one reason why events happen or why a character might feel or behave in a certain way, and using parts of the text can help the reader to justify what they have inferred. • Inferences are tested against the whole text and can be changed. **Key vocabulary:** infer, motive, justify, evidence, reason, perspective, multiple, deduce	• Inference supports the reader to understand literary language and explore vocabulary more deeply. • Inferences about characters' feelings, thoughts and motives are justified with evidence from different parts of the text. **Key vocabulary:** infer, literary language, implicit, explicit, evidence, motive, justify, deduce	• Inference supports the reader to explore how authors provide information, values and ideas to present the world in different ways. • Inferences can be challenged and defended, using precise evidence from the text. **Key vocabulary:** infer, implicit, perspective, values, bias, evidence, justify, interpretation, deduce
	Skills	• Say what they think a character is feeling and why, using pictures and what is said. • Answer 'why' questions about stories. • Talk about what they know from a text that is not written down.	• Make inferences on the basis of what is being said and done. • Say why a character feels or behaves in a certain way. • Explain how they know.	• Make inferences about events and characters, using ideas from the text and their own experiences. • Explain why things happen, and why a character feels or behaves as they do. • Answer and ask questions that need them to infer.	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. • Justify inferences with evidence. • Use inferred ideas to understand themes.	• Draw inferences from more than one part of a text and justify them with evidence. • Say that there can be more than one reason why events happen, and weigh them. • Infer the meaning of words and phrases in context.	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify with evidence. • Use inference to explore literary language and vocabulary more deeply. • Explain how they arrived at an inference.	• Draw inferences about characters, motives and the author's viewpoint, justifying them with precise evidence. • Explore how authors provide information, values and ideas to present the world in different ways. • Challenge an inference courteously and defend their own.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Retrieving and Summarising Information	**Knowledge**	• Text has key points. • Readers can answer questions and have opinions about text. **Key vocabulary:** question, answer, remember, retell, key, story, book	• Remembering key points from what has been read helps the reader to understand a text. • Readers can show what they have understood about a text by answering questions. **Key vocabulary:** key point, remember, question, answer, retell, sequence, text	• Linking the key points across a text helps the reader to understand. • Readers need to identify what the question is asking for and retrieve evidence from the text when answering literal and inferential questions. **Key vocabulary:** link, key point, retrieve, evidence, literal, inferential, question, find	• Making regular, brief summaries of what has been read increases understanding. • Readers use organisational features (e.g. title, headings, contents, index, captions) in text to locate pertinent information. **Key vocabulary:** summary, main idea, paragraph, heading, contents, index, caption, locate, retrieve, record	• Identifying details that support the key points increases understanding. • Readers skim and scan text to retrieve pertinent information. **Key vocabulary:** supporting detail, key point, skim, scan, retrieve, record, summarise, non-fiction	• The key points of a summary may change as the reader reads on. • Readers can use information they have retrieved in a variety of ways, e.g. to participate in debates and to create formal presentations. **Key vocabulary:** summarise, main idea, key detail, retrieve, record, present, non-fiction, notes	• Effective summarising helps the reader to identify the most pertinent points to use in discussion and presentation. • Readers need to evaluate the credibility of the information retrieved from a variety of texts and sources, and distinguish between statements of fact and opinion. **Key vocabulary:** summarise, pertinent, credibility, fact, opinion, source, reliable, present, notes
	Skills	• Retell a story or events in their own words. • Answer simple questions about a story or book. • Say what a book was about.	• Remember and retell the key points of a story or text. • Show understanding of a text by answering questions. • Discuss the significance of the title and events.	• Link the key points across a text, discussing the sequence of events and how items of information are related. • Answer questions by finding evidence in the text, including literal and inferential questions. • Retell stories and non-fiction in the correct order.	• Identify main ideas drawn from more than one paragraph and summarise them. • Use headings, contents, index and captions to locate information. • Retrieve and record information from non-fiction.	• Identify details that support the key points and summarise. • Skim and scan to retrieve pertinent information quickly. • Retrieve and record information from non-fiction texts in a variety of formats.	• Summarise the main ideas drawn from more than one paragraph, identifying key details that support them. • Retrieve, record and present information from non-fiction, e.g. in a debate or presentation. • Revise a summary as they read on.	• Summarise the most important points to use in discussion and in formal presentations. • Retrieve and record information from a range of texts and sources, and evaluate its credibility. • Distinguish between statements of fact and opinion.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Analysing Text: Language, Structure and Presentation	**Knowledge**	• Text contains interesting words and phrases. • Rhymes, poems and stories use language in special ways. **Key vocabulary:** word, phrase, rhyme, poem, story, funny, favourite, sound	• Language in text differs from spoken language. • Simple recurring literary language and patterns can be found in stories and poems. **Key vocabulary:** written language, spoken language, pattern, repeat, rhyme, poem, story, non-fiction	• Language in text can have an emotional impact on the reader. • Non-fiction books are structured in different ways, and language and presentation help the reader to find and use information. **Key vocabulary:** language, impact, feel, structure, non-fiction, presentation, heading, rhyme, repeat	• The author makes deliberate choices about language and presentation to have an impact on the reader. • Language, structure and presentation contribute to meaning, and there are different forms of poetry, e.g. free verse and narrative poetry. **Key vocabulary:** author, choice, language, structure, presentation, impact, free verse, narrative poetry, layout	• The author's choice of language and presentation directs how the reader perceives characters, settings, topics and themes. • Structure, e.g. paragraphs and chapters, and presentation, e.g. headings and captions, contribute to meaning. **Key vocabulary:** perceive, character, setting, theme, structure, paragraph, chapter, presentation, impact	• The author's use of language and presentation can be interpreted in different ways, and the reader needs to be able to justify their interpretation. • Figurative language, e.g. metaphor, simile and personification, has an impact on the reader. **Key vocabulary:** interpret, justify, figurative language, metaphor, simile, personification, author, impact, structure	• The author's choice of language and presentation can create bias, and the reader needs to consider how this influences their developing opinions, values and view of the world. • Statements of fact can be told apart from opinion. **Key vocabulary:** bias, influence, persuade, fact, opinion, purpose, viewpoint, evaluate, impact, figurative language
	Skills	• Notice and talk about interesting words and phrases. • Join in with rhymes and repeated phrases. • Say what they like about how a story or poem sounds.	• Notice that book language is different from spoken language. • Recognise recurring phrases and patterns. • Say what they like about words and phrases in a story or poem.	• Discuss the emotional impact of words and phrases. • Notice how non-fiction books are structured and presented. • Recognise simple recurring literary language in stories and poetry.	• Identify how language, structure and presentation contribute to meaning. • Discuss words and phrases that capture the reader's interest and imagination. • Recognise some different forms of poetry, e.g. free verse and narrative poetry.	• Explain how the author's choice of language and presentation shapes how we see characters, settings and themes. • Identify how structure and presentation contribute to meaning. • Compare how different authors write about similar ideas.	• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Interpret language and presentation in different ways, justifying their interpretation. • Identify how structure contributes to meaning.	• Evaluate how an author's language and presentation create bias or influence the reader. • Distinguish between statements of fact and opinion. • Discuss how their own opinions, values and view of the world are shaped by what they read.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Responding to Text: Preference, Choice and Reading for Pleasure	**Knowledge**	• Some texts are more interesting or enjoyable than others. • Hearing quality texts read aloud every day builds a love of stories, poems and non-fiction. **Key vocabulary:** enjoy, like, favourite, book, story, share, choose, library	• Readers can say why they do or do not like a text. • Home reading and reading at school build fluency, stamina and enjoyment, and children can be taught how to choose books. **Key vocabulary:** like, dislike, choose, favourite, book, home reading, enjoy, reason	• Readers have favourite authors and genres. • Pupils exercise choice in selecting books, and are taught how to do so. **Key vocabulary:** author, genre, favourite, choose, library, poem, fiction, non-fiction	• Sharing recommendations helps readers to expand their preferences. • Reading for pleasure and reading for information are different purposes. **Key vocabulary:** recommend, genre, author, preference, library, purpose, pleasure, information	• Reading widely helps readers to expand their preferences. • Reading frequently and widely builds stamina and a lifelong love of reading. **Key vocabulary:** preference, widely, stamina, recommend, genre, favourite, library, pleasure	• Reading books beyond the reader's preferences helps to develop their understanding of other people's experiences and views of the world. • Books can be recommended to peers, with reasons for the choice. **Key vocabulary:** recommend, reason, experience, perspective, preference, genre, review	• Reading books beyond the reader's preferences helps them to explore their developing opinions, values and view of the world. • Independent readers choose a wide range of texts, read frequently and talk about their reading as a lifelong habit. **Key vocabulary:** opinion, values, perspective, recommend, review, critical, independent, lifelong, genre
	Skills	• Choose books to look at and share, and say which they like. • Listen to stories, poems and non-fiction every day. • Take home books to share.	• Say why they like or dislike a text. • Choose books to read, with guidance, and read at home regularly. • Listen to and discuss a wide range of poems, stories and non-fiction.	• Say what their favourite authors and genres are, and why. • Choose books independently from a range, and listen to, discuss and express views about contemporary and classic poetry, stories and non-fiction. • Build a repertoire of poems learnt by heart.	• Share recommendations with others and use them to try new books. • Read for a range of purposes, including pleasure and to find information. • Read independently at school and at home with growing stamina.	• Read widely across genres, expanding their preferences. • Read frequently, building stamina and a habit of reading. • Talk about what they have read, and why they chose it.	• Recommend books to their peers, giving reasons for their choices. • Read books beyond their usual preferences, including from other cultures and traditions. • Say how a book has changed or extended their view of other people's experiences.	• Select and read a wide range of texts independently, for pleasure and for information. • Recommend books and justify their choices. • Reflect on how their reading has shaped their opinions, values and view of the world.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Responding to Text: Book Talk, Discussion and Drama	**Knowledge**	• Readers talk about text. • Ideas and characters from text can be used in play, role play and small world play. **Key vocabulary:** talk, listen, share, turn, character, role play, story, join in	• To discuss a text, the reader needs to listen to others and share their own opinions. • Role play helps the reader to retell the events of a text in order. **Key vocabulary:** discuss, listen, turn, opinion, share, role play, retell, order	• Discussing texts that are read or heard increases understanding and enjoyment. • Drama helps the reader to develop a deeper understanding of characters and events. **Key vocabulary:** discuss, opinion, listen, take turns, character, event, drama, explain, feedback	• Considering the comments others make about a text may change the reader's opinion. • Drama helps the reader to explore and understand themes in text. **Key vocabulary:** opinion, comment, discuss, theme, drama, explore, listen, understanding	• Evidence from the text can be used in discussion to help the reader to build and challenge their own and others' ideas. • Drama helps the reader to develop empathy and to see events from different perspectives. **Key vocabulary:** evidence, build on, challenge, empathy, perspective, drama, discussion, role	• Discussing text helps the reader to develop their understanding of other people's experiences and views of the world. • Drama helps the reader to extend their vocabulary by using literary language in context. **Key vocabulary:** discussion, challenge, courteously, experience, perspective, drama, literary language, formal	• Discussing text helps the reader to explore their developing opinions, values and view of the world. • Drama helps the reader to look beyond the text, and formal presentations and debates require reasoned justification of views. **Key vocabulary:** debate, presentation, justify, reasoned, challenge, courteously, opinion, values, drama, notes
	Skills	• Talk about stories, rhymes and books with others. • Use ideas and characters from stories in play and role play. • Use recently introduced vocabulary in discussion about stories, non-fiction, rhymes and poems.	• Take part in discussion about what is read to them, taking turns and listening to what others say. • Retell the events of a text in order using role play. • Explain clearly their understanding of what is read to them.	• Participate in discussion about books, poems and other works, taking turns and listening. • Explain and discuss their understanding of books, poems and other material. • Use drama to explore characters and events.	• Participate in discussion about books read to them and those they can read for themselves, taking turns and listening. • Consider others' comments and change their view if appropriate. • Use drama to explore themes.	• Use evidence from the text to build on and challenge ideas in discussion. • Use drama to see events from different perspectives and develop empathy. • Listen to others and respond courteously.	• Build on their own and others' ideas and challenge views courteously. • Use drama to practise literary language in context. • Explain and discuss their understanding of what they have read, using notes where necessary.	• Take part in formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views. • Use drama and discussion to explore their opinions, values and view of the world.