Reading Progression at Southfields

Please see the literacy long-term plan and book progression document for progression of mediums used to teach reading across each year group.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading and fluency	• Interested in listening to stories and songs. • Can join in with familiar phrases from stories and rhymes. • Can fill in missing words in known stories and nursery rhyme. • Handle and explore books by looking at illustration independently. • Can listen will attention to stories in small groups or one to one. • Join in with their favourite part from a story or nursery rhyme. • Apply skills of recall and repetition to join in with repeated reframes and phrases in stories and rhymes. • Anticipate key events in stories and describe main events that take place and how a story might end. • To begin to notice graphemes written in their learning environment and familiar logos. • To begin to recognise the initial phoneme in a word. e.g. cat - 'c' sound and their own names. • To understand that print carries a meaning and is read top to bottom and from left to right. • To hear the initial phoneme in a word. • To begin to recognise the initial phoneme and associate this with the grapheme in a word. e.g. cat. • To be able to use the pure sounds for some of the grapheme phoneme correspondence • To begin to recognise some of the grapheme phoneme correspondence of the 44 sounds. • Can use the illustrations and some graphemes in a book to retell part of a story.	• To be able to retell part of a familiar story. • Children will be able to recognise some of the phonemes and give the pure sound. • Children will be able to recognise some initial phonemes in words and begin to associate this with a grapheme. • Children to develop their oral vocabulary via the words in the learning environment. • Children will be able to identify the taught phoneme in a word. • Children will orally be able to blend the taught phoneme in a word. • Children to develop their vocabulary via decoding the words in the learning environment. • Children will be able to orally blend most words using GPCs. • Children are expected to know the 44-grapheme phoneme correspondence and their pure sounds. • Children will be able to blend simple words including words that contain diagraphs and trigraphs. • Children will employ 'Fred in their head' more readily when reading words. • Children will be able to read a simple story that is relevant to their decoding ability. • Children will be able to orally answer simple retrieval question about the story they have read. • Children will be able to read the first 45 common exception words	• To apply phonic knowledge to decode words • To speedily read all 40+ letters/groups for 40+ phonemes • To read accurately by blending taught GPC • To read common suffixes (-s, -es, -ing, -ed, etc.) • To read multisyllable words containing taught GPCs • To read contractions and understanding use of apostrophe • To read aloud phonically-decodable text • Find and read Year 1 common exception words • To accurately read texts that are 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 secure phonic decoding until reading is fluent. • To read accurately by blending, including alternative sounds for graphemes. • To read multisyllable words containing these graphemes • To read common suffixes. • To read exception words, noting unusual correspondences. • To read most words quickly & accurately without overt sounding and blending. • To read Year 1 and Year 2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. • To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	• 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.* • Can confidently read aloud books without undue hesitation (Secure Year 3) • Can confidently use intonation and tone when reading aloud showing awareness of the audience.	• 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.* • Can securely read words from the years 3/4 word list • Read aloud books closely matched to their reading ability, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Read age-appropriate books independently showing understanding and reading stamina (including whole novels.)	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • Can confidently read all words from the Years 5 and 6 word list • Crosscheck deduced meaning of unfamiliar words, that contain learnt prefixes and suffixes, with context.	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • Can confidently read all words from the Years 5 and 6 word list • Crosscheck deduced meaning of unfamiliar words, that contain learnt prefixes and suffixes, with context. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Progression at Southfields

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to support in the classroom	• Intervention target groups for Writing, & Reading once a day in all areas. • Homework for parents to support. • Flash card letter recognition during snack times and learning time. • Recalling names in snack time and self-registration. • Story telling using puppets and props to enhance recall and repetition. • Visual cards to support SEN/EAL • Speaking and listening interventions during the session.	• Children read to teacher/TA x1 over two weeks. • Children (who will reach GLD with intervention) daily targets set on a weekly basis - with a key focus on oral blending reading CVC/CVCC/CCVC. • Children are having Speaking and Listening intervention in the afternoons. • Common Exception words/Red word session x 2 words a week. • During writing sessions, reading is targeted by going over sounds and reading the word. • Reading challenge weekly. • Children are guided towards particular activities depending on their gaps as appropriate with opportunities in the learning environment to read with literacy prompts, red words, CVC/CCVC/CVCC words and reading games.	• Phonics teaching using RWI that is tracked to age related expectations • Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. • Daily high frequency words, precision folders • Alphabet books • Individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. • Daily reading for identified lowest 20% • Storytelling, songs and rhymes • Book talk and questioning • Writing curriculum underpinned by books	• Phonics teaching using RWI that is tracked to age related expectations • Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. • Daily high frequency words, precision folders • Alphabet books • Individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. • Daily reading for identified lowest 20% • Storytelling, songs and rhymes • Book talk and questioning • Writing curriculum underpinned by books	• Phonics teaching of RWI, to the children who did not pass the re-take in Y2 of Phonics screening. • Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. • Daily individual reading if required • Reading for Pleasure to foster a love of reading • Reading Skills and teachers modelling good reading. • Book talk and questioning. • BLAST for EAL learners • Daily reading for identified lowest 20% • Writing curriculum underpinned by books	• Phonics teaching of RWI, to the children who did not pass the re-take in Y2 of Phonics screening. • Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. • Daily individual reading if required • Reading for Pleasure to foster a love of reading • Reading Skills and teachers modelling good reading. • Book talk and questioning. • BLAST for EAL learners • Daily reading for identified lowest 20% • Writing curriculum underpinned by books	• Phonics teaching of Fresh Start, to the children who did not pass the re-take in Y2 of Phonics screening. • Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. • Daily individual reading if required • Reading for Pleasure to foster a love of reading • Reading Skills and teachers modelling good reading. • Book talk and questioning. • BLAST for EAL learners • Daily reading for identified lowest 20% • Writing curriculum underpinned by books • Children to have increased freedom of choosing genres they like to increase reading stamina	• Phonics teaching of Fresh Start, to the children who did not pass the re-take in Y2 of Phonics screening. • Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. • Daily individual reading if required • Reading for Pleasure to foster a love of reading • Reading Skills and teachers modelling good reading. • Book talk and questioning. • BLAST for EAL learners • Daily reading for identified lowest 20% • Writing curriculum underpinned by books Children to have increased freedom of choosing genres they like to increase reading stamina

Reading Progression at Southfields

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Width of reading	• Engage in extended conversations about stories, learning new vocabulary - understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a b • Children are given a range of opportunities through simple text, nursery rhymes	• Engage in extended conversations about stories, learning new vocabulary - understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a b • Opportunities to read fiction, non-fiction, and rhyme • To be able to say what they like/dislike about the text/story • Show understanding through questioning. • To be able to identify characters and where the story takes place. • Can recall and repeat key parts/phrases of the story.	• Opportunities to read fiction, non-fiction and poetry • Beginning to discuss books with other adults / pupils and listen to their views, e.g.: favourite events; characters; genre; settings; likes / dislikes. • Can discuss unknown vocabulary. • Shows greater understanding of a text through participation in drama activities, such as hot seating, freeze framing, etc. • Beginning to discuss how language is used in fiction, e.g., describe a character or a setting. • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Can develop vocabulary linked to storytelling, e.g.,' Once upon a time', 'a wicked stepmother', 'what big teeth you've got . . .' • Can re-visit and re-read favourite stories. • Can discuss characters (good and bad), settings and events. • Knows the key	• Opportunities to read fiction, non-fiction and poetry • Discuss texts with adults and peers considering their and others' views • Express ideas such as likes and dislikes and justify views • Can discuss cause and effect • Can compare information from different sources • Become increasingly familiar with a wider range of stories, fairy stories and traditional tales. • Can listen to and read a wide variety of stories. • Can identify story language, e.g.: story openers; favourite words and phrases; scene setting language. • Can re-tell stories using a visual representation such as a story map, story mountain or flow diagram. • Can re-tell a story using own words without prompts. • Can use language from stories to enhance meaning, e.g., 'In a far-away country', 'After a while', 'To his surprise', 'Sadly', 'Finally', 'Eventually.' • Can use intonation,	• Talks about favourite events, characters, and simple themes in fiction books they have read. • Makes book recommendations giving reasons for choices. • Discusses personal point of view and preferences. • Reads favourite authors or genres and can say why they like them. • Discusses the different structures of some non-fiction textbooks. • Discusses and compares facts, in non-fiction and reference texts, related to ongoing learning in the classroom. • Prepares and performs poems. • Prepares and performs play scripts. • Shows an understanding of poems and play scripts by: using appropriate intonation, tone, volume or actions • When performing identifies appropriate intonation, tone, volume or actions in other's performance offering constructive comments. • Listens to, reads and discusses an increasingly wide range of books.	• Can discuss and read a range of genres with increasingly different structures and a more diverse range of purposes through: narrative, e.g., stories with historical settings, stories set in imaginary worlds, stories from other cultures; stories which raise issues / dilemmas, play scripts, poetry, instructional texts, explanation texts, non-chronological reports, recounts, e.g., newspapers, magazines. persuasive texts. • Can self-select books for a specific purpose. • Asking questions to improve their understanding of a text. • Identifying more complex themes and conventions in a wide range of books. • Can listen to, read and discuss different forms of poetry. • Can identify and compare features of different poetic forms. • Pupils can take on specific roles within a group discussion.	• Continues to read an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Pupil can discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reads a variety of books that are structured in different ways, commenting on the way that they are different. • Can independently read books that are structured in different ways and for a range of purposes e.g.: manga and graphic novels, comical history series • Asking questions to improve their understanding. • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Distinguish between statements of fact and opinion. • Pupil can show an understanding of poems and play scripts by: using	• Continues to read an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Pupil can discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reads a variety of books that are structured in different ways, commenting on the way that they are different. • Can independently read books that are structured in different ways and for a range of purposes e.g.: manga and graphic novels, comical history series • Asking questions to improve their understanding. • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Identifying and discussing genres, themes and conventions in and across a wide range of writing. • Preparing poems and

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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			phrases within a story: order main events using story language, e.g. Once upon a time, one day, then, after that, finally. • Can orally re-tell stories on a regular basis, e.g. create story maps to support oral re-telling of stories.	volume and expression appropriately in oral re-telling. • Checks that the text makes sense to them as they read an correct inaccurate reading • Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	• Makes more precise vocabulary choices, and use descriptive words and phrases, e.g., when discussing story language. • Compares and discusses story themes, settings (time and place), characters and plots linking directly to texts. • tells and re-tells stories.		appropriate intonation, tone, volume or actions when performing; identifying appropriate intonation, tone, volume or actions in other's performance and offering constructive comments. • Can show an understanding of poems and play scripts by using appropriate intonation, tone, volume or actions when performing. • Can prepare and perform poems and plays with confidence to a range of audiences. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Provide reasoned justifications for their views. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to support in the classroom	• Daily story time • Well stocked book corners • WELLCOMM/ • BLAST – to develop language interventions • Daily RWI sessions (summer term) • Exposure to new vocabulary • Key books used in the environment to support further opportunities • Cross-curricular opportunities • A range of books displayed throughout the classroom	• Individual reading – with teacher/TA • Daily story time • Well stocked book corners • Library times • Daily RWI sessions • Vocabulary taught throughout directed teacher time and in the provision during learning time. • Reading for pleasure opportunities in the learning environment • Key books and model texts taught in English lessons • Cross-curricular opportunities • A range of books displayed throughout the classroom	• Individual reading • Daily story time • Well stocked book corners • Library times • Daily RWI sessions • Vocabulary taught throughout English units • Reading skills lessons • Reading for pleasure opportunities • Key books and model texts taught in writing lessons • Cross-curricular opportunities • A range of books displayed throughout the classroom	• Individual reading • Daily story time • Well stocked book corners • Library times • Daily RWI sessions • Vocabulary taught throughout English units • Reading skills lessons • Reading for pleasure opportunities • Key books and model texts taught in writing lessons • Cross-curricular opportunities • A range of books displayed throughout the classroom	• Individual reading • story time • Well stocked book corners • Library times • Daily RWI sessions for children who did not pass the phonics screening • Vocabulary taught throughout English units • Reading skills lessons • Reading for pleasure opportunities • Key books and model texts taught in writing lessons • Cross-curricular opportunities • A range of books displayed throughout the classroom	• Individual reading • story time • Well stocked book corners • Library times • Daily RWI sessions for children who did not pass the phonics screening • Vocabulary taught throughout English units • Reading skills lessons • Reading for pleasure opportunities • Key books and model texts taught in writing lessons • Cross-curricular opportunities • A range of books displayed throughout the classroom	• Individual reading • story time • Well stocked book corners • Library times • Daily Fresh Start sessions for children who did not pass the phonics screening • Vocabulary taught throughout English units • Reading skills lessons • Reading for pleasure opportunities • Key books and model texts taught in writing lessons • Cross-curricular opportunities • A range of books displayed throughout the classroom	• Individual reading • story time • Well stocked book corners • Library times • Daily Fresh Start sessions for children who did not pass the phonics screening • Vocabulary taught throughout English units • Reading skills lessons • Reading for pleasure opportunities • Key books and model texts taught in writing lessons • Cross-curricular opportunities • A range of books displayed throughout the classroom

Reading Progression at Southfields

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Comprehension	**(Decoding/ Fluency)**
	• Join in with well-known or repeated phrases in stories which are read to them.
	
	Retrieval
	• Children answer simple recall questions verbally about known stories and can retell simple past events.
	
	Prediction
	• Makes suggestions about what might happen next or how the story might end based on pictures from the story, and talks to others about this.
	
	Inference
	• Children infer characters' feelings using pictures and own experiences to talk about them.
	
	Questioning
	• With support, children are beginning to understand simple recall questions, using given starting
		(Prerequisite) Decoding/ Fluency
		Join in with well-known or repeated phrases in stories which are read to them. Decoded and blend CvC and then CCVC words.
		
		Retrieval
		
		• Children answer simple recall questions verbally about stories they can follow without pictures and prompts
		
		Prediction
		Makes suggestions about what might happen next or how the story might end based on actions so far, and innovates stories through role play.
		
		Inference
		Children infer characters' feelings using pictures and own experiences to talk about them.
		Questioning
		With support, children can generate simple recall questions using given starting words (who, when, how, why) to clarify what they are thinking about a story.
		
		Summarising
			Vocabulary
			• Can learn new vocabulary with reference to text.
			• Can link new meanings of words to those already known, e.g., 'big' to 'enormous' or 'huge' to 'massive'.
			• Can find interesting words linked to books and stories, e.g., make collections of interesting words.
			• Use role play to try out language they have heard
			Retrieval
			• Understands what different question words mean (who, what, where, when, why ?)
			• Answer simple retrieval questions about the text.
			• Identify the main character in a story and the order which they appear.
			• Can ask questions about a book in order to enhance understanding.
			Sequencing
			• List the events in the correct order.
			• Discuss events as the story is read, reflecting on why things happened.
			Inference
			• Understands the different between true facts from the
				Vocabulary
				• Recognising simple recurring literary language in stories and poetry.
				• Can recognise repetitive language patterns.
				• Can recognise rhymes and rhythms.
				• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
				• Can learn new vocabulary when reading texts.
				• Can speculate about possible meanings of words, checking to see if the meaning makes sense within its current context.
				• Can use strategies to find the meaning of unfamiliar words, e.g., re-reading sentences and reading on.
				• Can improve vocabulary, e.g., use a thesaurus or learning wall.
				• Drawing on what vocabulary they already know and vocabulary provided by the teacher.
				• Can identify how language contributes to meaning, e.g., 'What do you think it is going to be about?'
				• Can discuss unknown vocabulary.
				• Can suggest alternative synonyms.
				Retrieval
					Vocabulary
					• Checks that the text makes sense to them, discusses their understanding and explains the meaning of words in context.
					• Can independently monitor their reading of age-appropriate texts for sense, self-correcting if they have mis-read
					• Can discuss the meaning of new or unusual words in context: e.g. foul (filthy) or foul in sport
					• Is beginning to identify how language contributes to meaning.
					Retrieval
					• In age-appropriate texts, can retrieve key details from both fiction and non-fiction (who, what, where, when, why? etc)
					• Can locate information in non-fiction texts using a range of features including: indexes, glossaries, contents pages, headings and sub-headings.
					• Is beginning to skim and scan to locate information
					Inference
					• Can empathise with characters, e.g., through use of a visualisation technique such as, freeze framing to infer the nature of relationships and emotional responses
						Vocabulary
						• Using dictionaries to check the meaning of words that they have read.
						• Checks that the text makes sense to them, discusses their understanding and explains the meaning of words in context.
						• Can identify how language contributes to meaning, e.g., Identify how words and phrases are used to build suspense, atmosphere, setting and character profile.
						• Can identify some of the differences between language used in:
						    fiction and non-fiction;
						    formal and informal texts.
						• Can identify how figurative and expressive language is used to create images and atmosphere, including:
						    Simile, metaphor, personification, repetition for emphases and alliteration.
						• Can discuss why authors use words and phrases to create impact and to engender a love of language, e.g.:
						• Varied sentence structure, such as, fronted adverbials (Like a flash, he was out of the classroom and away.), adverb starters, such as: 'Unfortunately, the train had already left;' adjectives and expressive verbs, alliteration, simile and metaphor, idioms and
							Vocabulary
							• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
							• Can identify how the differences between the language used in fiction and non-fiction, formal and informal writing contributes to meaning, drawing upon a developing understanding of purpose and audience.
							• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
							Retrieval
							• Can record, retrieve and present information from fiction and non-fiction
							• Can skim and scan a text to efficiently and quickly locate required information.
							• Can retrieve key details and quotations from fiction to demonstrate understanding of character and events.
							• Can provide developed explanations for key information and events and for characters' actions and motivations from what is written in the text.
							• Can present information in ways that are coherent and useful to
								Vocabulary
								• Can ask questions of themselves about their understanding of the text.
								• Can discuss understanding with peers or adults to clarify meaning.
								• Can use prior knowledge, what they have read so far and questioning to check meaning.
								• Can identify how the differences between the language used in fiction and non-fiction, formal and informal writing contributes to meaning, drawing upon a developing understanding of purpose and audience.
								• Can discuss and evaluate how the authors use language, including figurative language, considering the impact on the reader.
								Retrieval
								• Can record, retrieve and present information from fiction and non-fiction
								• Can skim and scan a text to efficiently and quickly locate required information.
								• Can retrieve key details and quotations from fiction to demonstrate understanding of character and events.
								• Can provide developed explanations for key information and events and for characters' actions and motivations from what is written in the text.
								• Can present information in ways that are coherent and useful to themselves and others.
								• Can use the presentational features of non-fiction text types to efficiently retrieve, record and present information, e.g.: sub-headings, tables and charts, maps, diagrams and labels.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	words (who and how) **Summarising** • Children recall and order some key events from the text. **Clarifying (vocabulary understanding)** • Children build up a vocabulary that reflects their experiences.	Children recall and order some key events from the text. They also introduce a story line or narrative in their play. **Clarifying (vocabulary understanding)** Children use talking about books to clarify their thinking, ideas and feelings.	story and what the text suggests (inference). • Pupil can answer simple inference questions about the text, e.g., 'How is she feeling?', 'Why did she visit her Grandma?' • Pupil can use visualisation techniques to help make information explicit, e.g.:drawing; acting out; freeze framing. • Pupil can discuss events as the story is read, reflecting on why things happen. **Prediction** • Can discuss front covers of books, referring to prior experiences and other books read. • During reading, stop at various points in the story and pupil can predict what might happen next, showing an understanding of ideas, events and characters linked to evidence in the text. • Can generate own questions from reading the title e.g., for 'Voices in The Park' a question such as, "I wonder what the	• Can make links to prior experience and other books previously read. • Pupil can ask questions about the book in order to enhance understanding. • Pupil can generate questions about the text. • Identify specific features of non-fiction text, including: headings and sub-headings; facts; contents; index; glossary; diagrams; captions and labels; bullet points; photographs. • Can find information linked to specific purposes, using the structure of non-fiction texts, including: index; alphabetical order; contents page; headings and sub-headings. • Pupil can generate questions linked to their learning. • Can skim across sections to discuss possible meanings, e.g., read the title, headings, sub-headings, and diagrams. • Can scan sections for specific information, locating key word and phrases in answer to questions being explored. **Sequencing** • Can link ideas and	through capturing and interpreting facial expressions and body language. • Uses prior knowledge and clues from the text to infer why a character behaved / reacted in a specific way, e.g., Understand how previous events in a text would have left a character feeling and how that might affect their reactions. • Attempts to use text evidence to infer how a character may be feeling or what they could be thinking at specific moments in the narrative, e.g., 'Why was a character behaving in a specific way? What clues are there to suggest this in the text?' • Answers inferential questions by stating a point, attempts to back it up with evidence from the text and to explain thinking, e.g., 'Why did Little Red Riding Hood set off straight away to her Grandmother's?' **Summarise** • Identify main ideas drawn from more than one paragraph. • Summarise the key themes of a paragraph in their own words, using key vocabulary from the text. **Prediction** • Is beginning to predict	word play. • Can explain the effect of using certain words and phrases on the reader. **Retrieval** • Can retrieve key details from fiction and non-fiction • Can locate information in non-fiction texts using a range of features including: Indexes, glossaries, contents pages, heading and sub-headings, tables and charts, maps, diagrams and labels. • Record information from fiction and non-fiction • Can skim and scan to locate key information **Inference** • Can empathise with characters, e.g., through use of a visualisation technique such as, freeze framing to infer the nature of relationships and emotional responses through capturing and interpreting facial expressions and body language. • Can use prior knowledge and clues from the text to infer why a character behaved / reacted in a specific way, e.g., Understand how previous events in a text would have left a character feeling and how that might affect their reactions. • Can use text evidence to infer how a character may be feeling or what they	themselves and others. • Can use the presentational features of non-fiction text types to efficiently retrieve, record and present information, e.g.: sub-headings, tables and charts, maps, diagrams and labels. **Inference** • Can use textual references, demonstrating an understanding of inference. • Can infer writers' perspectives from what is written and from what is implied. • Can answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking. **Summarising** • Recommending books that they have read to their peers, giving reasons for their choices. • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. **Prediction** • Predicting what might happen from details stated and implied. **Organisation** • Can compare different types of narratives and information texts and identify how they are	**Inference** • Using textual references, pupil can demonstrate an understanding of inference. • Can infer writers' perspectives from what is written and from what is implied. • Can answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking. **Summarising** • Recommending books that they have read to their peers, giving reasons for their choices. • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Can use skim and scan to identify key words and phrases, incorporating techniques, e.g., highlighting, annotating and bullet points. • Can identify and use key events or details when summarising, orally rehearsing to check appropriate coverage and clarity. • Can discuss, identify and summarise main ideas about how characters feelings, behaviour and relationships change across a text. • Can use a range of formats to record summaries, e.g., Tweets, synopses and postcards. **Prediction** • Predicting what might happen from details stated and implied. **Organisation** • Can compare different types of narratives and information texts and identify how they are structured. • Can identify how structure and presentation contributes to

Reading Progression at Southfields

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			voices are saying?' • Can discuss events as the story is read, reflecting on why things happen. • Can predict what might happen based on their own experiences.	information across a text by: discussing how some events relate to each other, e.g., problems and their resolutions; • Identify main ideas and summarising these to give some reasons why characters feel or behave as they do. • Can sequence picture events. **Inference** • Can explain thoughts about characters using the words in the text e.g. 'Would you like to be her friend'? 'Why'? • Can give an opinion on characters, character behaviour, authors and events e.g. 'What do you think about how Goldilocks behaved in the house of three bears'? 'Why?' • Can infer character feelings and thoughts by what they say and do. **Summarising** • Can predict what will come next from knowledge of simple recurring literary language. • Can make predictions based on what has been read so far	what might happen from details stated and implied. • Is beginning to make regular predictions about characters, events and actions as text is read justifying reasons with reference to the text. • Is beginning to make and justify literal predictions across a text, e.g. 'When Red Riding Hood says, "What BIG teeth you have, Granny," I predict . . .' • Is beginning to make and justify predictions from what is implied, e.g.: • I predict that the bullies will not leave Tom alone and will return to demand more money because it says in the text, "With a smile which didn't reach her eyes, Sonia hissed, 'See you soon Tommy . . . '" **Organisation** • Identifying how structure, and presentation contribute to meaning.	could be thinking at specific moments in the narrative, e.g., 'Why was a character behaving in a specific way? What clues are there to suggest this in the text?' • Can answer inferential questions by stating a point, backing it up with evidence from the text and explain thinking, e.g., 'Why did Little Red Riding Hood set off straight away to her Grandmother's?' **Summarise** • Summarise the key themes of a paragraph in their own words, using key vocabulary from the text. • Identifying main ideas drawn from more than one paragraph and summarising these. **Prediction** • Pupil can draw on their experience of similar texts to predict what might happen next. • Can justify their responses **Organisation** • Identifying how structure, and presentation contribute to meaning. **Comparison** • Can compare two texts on the same topic	structured. • Can identify how structure and presentation contributes to meaning by exploring and learning the conventions of different text types, e.g.: greetings in letters, a diary written in the first person, bracketed stage directions in play scripts, autobiographies written in the first person, the frequent use of the passive voice to avoid personalisation in non-chronological reports. • Can identify and understand how some presentational devices contribute to meaning, e.g.: shorter and longer paragraphs in narratives, numbering and labelled diagrams / illustrations in instructions, headings, sub-headings, tables, charts, and maps in reports. **Comparison** • Making comparisons within and across books.	meaning by exploring and learning the conventions of different text types, e.g.: greetings in letters, a diary written in the first person, bracketed stage directions in play scripts, autobiographies written in the first person, the frequent use of the passive voice to avoid personalisation in non-chronological reports. • Can identify and understand how some presentational devices contribute to meaning, e.g.: shorter and longer paragraphs in narratives, numbering and labelled diagrams / illustrations in instructions, headings, sub-headings, tables, charts, and maps in reports. • Can identify and comment on the structure and organisation of a range of texts, e.g.: in reports, how expert opinion may be included to influence the reader; in parodies, how writers exaggerate the style, tone or other characteristics of the original work, making it appear ridiculous; in narratives, how flashback paragraphs can reveal insight into a characters' motives. • Can identify the purpose and audience of a range of text types, **Comparison** • Making comparisons within and across books.

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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to support in the classroom	• Questioning used by TAs when listening to children read	• Support during learning time with children to use RWI knowledge in the continuous provision • Interventions review weekly and set for specific children • Challenge for higher ability – reading challenges • Questioning used by TAs when listening to children read	• Reading skills lessons • Consistency of reading skills characters across the school • If children are working below then interventions to be used. • Challenge for higher ability • Reading handbook question stems and styles to be used • Questioning used by TAs when listening to children read	• Reading skills lessons • Consistency of reading skills characters across the school • If children are working below then interventions to be used. • Challenge for higher ability • Reading handbook question stems and styles to be used Questioning used by TAs when listening to children read	• Reading skills lessons • Teachers to model explicitly how to answer each reading domain • Opportunities to talk and discuss books • Consistency of reading skills characters across the school • If children are working below then interventions to be used. • Challenge for higher ability • Reading handbook question stems and styles to be used • Questioning used by TAs when listening to children read	• Reading skills lessons • Teachers to model explicitly how to answer each reading domain • Opportunities to talk and discuss books • Consistency of reading skills characters across the school • If children are working below then interventions to be used. • Challenge for higher ability • Reading handbook question stems and styles to be used	• Reading skills lessons • Teachers to model explicitly how to answer each reading domain • Opportunities to talk and discuss books • Consistency of reading skills characters across the school • If children are working below then interventions to be used. • Challenge for higher ability • Reading handbook question stems and styles to be used	• Reading skills lessons • Teachers to model explicitly how to answer each reading domain • Opportunities to talk and discuss books • Consistency of reading skills characters across the school • If children are working below then interventions to be used. • Challenge for higher ability • Reading handbook question stems and styles to be used