

Highbank Primary and Nursery School
Progression Map
Reading



At Highbank, our primary aim is to instil within children a life-long love of reading and to ensure that, throughout their school career children are exposed to high-quality and varied texts. Our approach, therefore, balances the need to develop reading comprehension and fluency through explicit instruction and rigorous practice with the need to encourage a deep love of reading. Our approach to the teaching of reading could therefore be summarised as:

1. Developing a broad, factual knowledge base through use of 'Non-fiction Fridays' (KS1) and 'mini topics' (KS2)
2. Modelling and rigorous practice of comprehension strategies.
3. Development of vocabulary
4. Promoting a positive relationship with reading
5. Ensuring there a plenty of opportunities for children to read and discuss their reading

Vocabulary	Monday's shared reading lesson focusses heavily on developing, enhancing and using vocabulary. This is done as a pre teach for the reading lessons ahead but to also develop the vocabulary children have in their 'bank'.
Infer	Children are given explicit instruction in making inferences, using their knowledge of language, literature and background knowledge. Children are encouraged to discuss authorial intent. This, in turn, develops inference.
Predict	Children are encouraged to make predictions when they read and to provide reasons for their predictions. This encourages them to pay close attention to what they read.
Explain	Children are encouraged to read actively by asking questions that would improve their understanding of a text. Children are also offered many opportunities both orally and in written for to explain what they have read.
Retrieve	Children are regularly expected to retrieve information from a range of texts. This develops fluency and encourages accuracy.
Sequence/Summary	Children are regularly encouraged to summarise a text. This a good teacher technique for regular and quick assessment.

	National Curriculum Objectives	Vocabulary	Inference	Prediction	Explaining	Retrieval	Sequence KS1 Summarise KS2
Yr1	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: V5: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently E1: being encouraged to link what they read or hear read to their own experiences V3: being very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics V3: recognising and joining in with predictable phrases V3: learning to appreciate rhymes and poems, and to recite some by heart V1: discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by: V4: drawing on what they already know or on background information and vocabulary provided by the teacher S1: checking that the text makes sense to them as they read and correcting inaccurate reading S3: discussing the significance of the title and events I1: making inferences on the basis of what is being said and done P1: predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others E3: explain clearly their understanding of what is read to them.</p>	<p>Discussing word meanings, linking new meanings to those already known Draw upon knowledge of vocabulary in order to understand the text Join in with predictable phrases Use vocabulary given by the teacher Discuss his/her favourite words and phrases</p>	<p>Children make basic inferences about characters' feelings by using what they say as evidence. Infer basic points with direct reference to the pictures and words in the text Discuss the significance of the title and events Demonstrate simple inference from the text based on what is said and done</p>	<p>Predicting what might happen on the basis of what has been read so far in terms of story, character and plot Make simple predictions based on the story and on their own life experience. Begin to explain these ideas verbally or through pictures.</p>	<p>Give my opinion including likes and dislikes Link what they read or hear to own experiences Explain clearly my understanding of what has been read to them express views about events or characters</p>	<p>Answer a question about what has just happened in a story Develop their knowledge of retrieval through images Recognise characters, events, titles and information Recognise differences between fiction and non-fiction texts Contribute ideas and thoughts in discussion</p>	<p>Retell familiar stories orally e.g fairy stories and traditional tales Sequence the events of a story they are familiar with begin to discuss how events are linked</p>
Yr2	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: V1: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently S1: discussing the sequence of events in books and how items of information are related S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales E1/3: being introduced to non-fiction books that are structured in different ways V3: recognising simple recurring literary language in stories and poetry V1: discussing and clarifying the meaning of words, linking new meanings to new vocabulary V2: discussing their favourite words and phrases S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by: V2: drawing on what they already know or on background information and vocabulary provided by the teacher R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading I1/2: making inferences on the basis of what is being said and done</p>	<p>Discussing and clarifying the meanings of words; link new meanings to known vocabulary Discussing their favourite words and phrases Recognise some recurring language in stories and poems</p>	<p>Make inferences about characters' feelings using what they say and do. Infer basic points and begin, with support, to pick up on subtler references. Answering and asking questions and modifying answers as the story progresses</p> <p>Use pictures or words to make inferences</p>	<p>Predicting what might happen on the basis of what has been read in terms of plot, character and language so far Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Express my own views about a book or poem Discuss some similarities between books Listen to the opinion of others</p>	<p>Independently read and answer simple questions about what they have just read. Asking and answering retrieval questions draw on previously taught knowledge Remember significant event and key information about the text that they have read Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</p>	<p>Discuss the sequence of events in books and how items of information are related. Retell using a wider variety of story language. order events from the text. Begin to discuss how events are linked focusing on the main content of the story.</p>

	<p>R1/2: answering and asking questions P1/2: predicting what might happen on the basis of what has been read so far I3/R5: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>						
Yr3	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: E2: identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action V2: discussing words and phrases that capture the reader's interest and imagination E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry] V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context I3: asking questions to improve their understanding of a text I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction E1/2/3: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>Use dictionaries to check the meaning of words that they have read Discuss words that capture the readers interest or imagination Identify how language choices help build meaning Find the meaning of new words using substitution within a sentence.</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions. Justify inferences by referencing a specific point in the text. Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Make inferences about actions or events</p>	<p>Justify predictions using evidence from the text. Use relevant prior knowledge to make predictions and justify them. Use details from the text to form further predictions.</p>	<p>Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts Recognise authorial choices and the purpose of these</p>	<p>Use contents page and subheadings to locate information Learn the skill of 'skim and scan' to retrieve details Begin to use quotations from the text. retrieve and record information from a fiction text. retrieve information from a non-fiction text</p>	
Yr4	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: E2: identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Using dictionaries to check the meaning of words that they have read Use a thesaurus to find synonyms Discuss why words have been chosen and the effect these have on the reader</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) Infer characters' feelings, thoughts</p>	<p>Justify predictions using evidence from the text. Use relevant prior knowledge as well as details from the text to form predictions and to justify them. Monitor these predictions and compare them with</p>	<p>Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning recognise authorial choices</p>	<p>Confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. retrieve and record information from a fiction or non-fiction text.</p>	<p>Write a brief summary of main points, identifying and using important information identifying main ideas drawn from more than one paragraph Identify themes from a wide range of books</p>

	<p>V2: discussing words and phrases that capture the reader's interest and imagination E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry] V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context I3: asking questions to improve their understanding of a text I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction E1/2/3: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>Explain how words can capture the interest of the reader Discuss new and unusual vocabulary and clarify the meaning of these Find the meaning of new words using the context of the sentence.</p>	<p>and motives from their stated actions. Consolidate the skill of justifying them using a specific reference point in the text Use more than one piece of evidence to justify their answer</p>	<p>the text as they read on</p>	<p>and the purpose of these</p>		<p>Summarise whole paragraphs, chapter or texts Highlight key information and record it in bullet points, diagrams, maps etc</p>
<p>Yr5</p>	<p>Maintain positive attitudes to reading and understanding of what they read by: R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S2: reading books that are structured in different ways and reading for a range of purposes R3: 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 recommending books that they have read to their peers, giving reasons for their choices S3: identifying and discussing themes and conventions in and across a wide range of writing S2: learning a wider range of poetry by heart E3: making comparisons within and across books S2: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context I1/2: asking questions to improve their understanding I1/2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E5: distinguish between statements of fact and opinion E8: retrieve, record and present information from non-fiction S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>	<p>Explore the meaning of words in context, confidently using a dictionary Discuss how the author's choice of language impacts the reader Evaluate the authors use of language Investigate alternative word choices that could be made Begin to look at the use of figurative language Use a thesaurus to find synonyms for a larger variety of words Re-write passages using alternative word choices Read around the word' and explore its meaning in the broader context of a section or paragraph.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Make inferences about actions, feelings, events or states Use figurative language to infer meaning Give one or two pieces of evidence to support the point they are making. Begin to draw evidence from more than one place across a text.</p>	<p>Predicting what might happen from details stated and implied Support predictions with relevant evidence from the text. Confirm and modify predictions as they read on.</p>	<p>Provide increasingly reasoned justification for my views Recommend books for peers Give reasons for authorial choices Begin to challenge points of view Begin to distinguish between fact and opinion Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Explain and discuss their understanding of</p>	<p>Confident skim and scan, and also use the skill of reading before and after to retrieve information Use evidence from across larger sections of text Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. Retrieve, record and present information from non-fiction texts. Ask my own questions and follow a line of enquiry.</p>	

					what they have read, including through formal presentations and debates.		
Yr6	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>S2: reading books that are structured in different ways and reading for a range of purposes</p> <p>R3: 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 recommending books that they have read to their peers, giving reasons for their choices</p> <p>S3: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>S2: learning a wider range of poetry by heart</p> <p>E3: making comparisons within and across books</p> <p>S2: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>I1/2: asking questions to improve their understanding</p> <p>I1/2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p> <p>S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>E6: identifying how language, structure and presentation contribute to meaning</p> <p>V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>E5: distinguish between statements of fact and opinion</p> <p>E8: retrieve, record and present information from non-fiction</p> <p>S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>	<p>Evaluate how the authors' use of language impacts upon the reader</p> <p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>Discuss how presentation and structure contribute to meaning.</p> <p>Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Make inferences about events, feelings, states backing these up with evidence.</p> <p>Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</p>	<p>Predicting what might happen from details stated and implied</p> <p>Support predictions by using relevant evidence from the text</p> <p>Confirm and modify predictions in light of new information.</p>	<p>Provide increasingly reasoned justification for my views</p> <p>Recommend books for peers in detail</p> <p>Give reasons for authorial choices</p> <p>Begin to challenge points of view</p> <p>Distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Distinguish between fact, opinion and bias explaining how they know this.</p>	<p>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p>	<p>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas make comparisons across different books. Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>