Houghton Conquest Lower School

Reading- Progression of skills

	Vocabulary	Retrieving	Summarising	Inferring	Predicting
Year 1	• Identifies simple and recurring literary language • Identifies the meaning of vocabulary in context • explains their understanding of texts that are pitched beyond the level they can read independently	• with support, justifies their views about texts they have had read to them e.g. uses the word 'because' • recognises patterns in texts, e.g. repeated phrases and refrains • discusses the significance of the title • observes the punctuation and uses this to aid understanding • retrieves key information from a text • identifies complete sentences • identifies typical phrases e.g. story openings and endings • understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc. • begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction •comments on things that interest them	• identifies how non-fiction texts are sequenced • identifies the beginning, middle and end of stories and pattern in poetry	• identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle.' • expresses preferences linked to own experiences e.g. 'I like going to the beach too'. • uses different voices for characters when reading dialogue aloud • uses different voice pitch to indicate	• predicts events and endings

Year 2	• discusses effective language choices, e.g. 'slimy' is a good word there because … • identifies that adverbs help to tell us how the character is feeling	• identifies words and phrases that link events • refers back to the text for evidence • retrieves information stated within text (may not be obvious) • uses evidence from a text – may look through the book to help them remember or use information • shows awareness of use of features of organisation e.g. index, bold headings • makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. 'I think she is selfish/kind/angry because it says she …' • begins to understand that written language (standard English) has conventions that don't apply in spoken language • explains differences between fiction and non-fiction • understands that books can be used to find things out, and is beginning to do so • recognises that information is grouped according to subject • begins to use dictionaries, glossaries and indexes to locate meanings and information • identifies simple literary	• identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?	• demonstrates empathy with characters looking at descriptions and actions • identifies evidence of change as a result of events, for example in character behaviour • recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself • explains how the way a character speaks reflects their personality • identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour • evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why • with support, justifies their views about what they have read	• predicts with increasing accuracy during reading and then adapts prediction in the light of new information • predicts some key events of a story based on the settings described in the story opening.

		language e.g. words/phrases that identify a traditional tale/narrative/story identifies elements of an author's style e.g. familiar characters, settings or common themes • identifies how settings and characters are created using specific vocabulary that creates imagery • identifies that the verbs used for dialogue tell us how a character is feeling e.g. "I grabbed …." or … he shouted.			
Year 3	• identifies new vocabulary and sentence structure and discusses to develop understanding • identifies and understands meanings of a wide range of conjunctions used to link events together • identifies a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up etc.	• refers back to the text for evidence when explaining • extracts information from tables and charts • recognises some different forms of poetry • retrieves information from text where there is competing (distracting) information • uses contents pages and indexes to locate, retrieve and record information from non-fiction texts • recognises different narrative genres • notices the difference between 1st and 3rd person accounts • identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in	• summarises main ideas from a text • begins to identify themes across texts e.g. friendship, good and evil, bullying	• suggests reasons for actions and events • infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story •identifies with characters and makes links with own experiences when making judgements about the characters' actions • justifies their views about what they have read • Identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place? • identifies evidence of	• predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct

	instructions			relationship between characters based on dialogue and behaviour • analyses the use of language to set scenes, build tension or create suspense • explains how words/phrases in the description are linked to create suspense • explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?'	
Year 4	• notes examples of descriptive language and explains the mood or atmosphere they create • notices key words and phrases used to convey passing of time to introduce paragraphs or chapters • identifies how specific words and phrases link sections, paragraphs and chapters	• recognises the introduction, build-up, climax or conflict and resolution in narrative • retrieves information from text where there is competing (distracting) information • identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning • identifies key words and phrases as evidence when making a point • identifies the structure and features of a range of non-fiction, narrative and poetry texts. • analyses how structural and presentational features contribute to purpose in a range of texts	• explains and justifies an opinion on the resolution of an issue/whole narrative • summarises the main ideas of a non-fiction text	• identifies techniques used by the author to persuade the reader to feel sympathy or dislike • justifies opinions of particular characters • distinguishes between fact and opinion • makes deductions about the motives and feelings that might lay behind characters' words • summarises the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the	• predicts on the basis of mood or atmosphere how a character will behave in a particular setting

• identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed	• identifies events that are presented in more detail and those that are skimmed over • identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss etc. • identifies the way descriptive language and small details are used to build an impression of an unfamiliar place • identifies figurative and expressive language that builds a fuller picture of a character.		class mates in The Angel of Nitshill Road' • comments on the way key characters respond to a problem • makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected • explores alternative outcomes to an issue • analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives • evaluates texts for their appeal for the intended audience