Progression

UKS2
To explain the meaning of a word in context and apply to a new sentence.
Check the plausibility and accuracy of their explanation of, or inference about, a word meaning.
Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.
To scan for key words, using organizational features to identify more important parts of the text and to interpret it in different contexts (matching/tables etc).
Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text.
Update their ideas about the text in the light of what they've just read.
Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals.
Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions.
Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.
Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.
Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.
Understand how writers use the features and structure of information texts to help convey their ideas or information.
Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.
Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them.
Consider the language used in a text and pick up the implications and associations being made by the writer.
Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.
Make comparisons and draw contrasts between different elements of a text and across texts.
Compare and contrast the work of a single author.
Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.

LKS2
Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.
Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
To scan for key words and use organizational features.
Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.
Summarise a sentence or paragraphs by identifying the most important elements.
Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.
Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.
Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded. Link this to own experience.
Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.
Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.
Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.
Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.
Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions.
Teacher models how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.
Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes.

End of KS1
To use own experience to explain the meaning of a word., within a text.
Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.
Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.
Read HFWs on sight
Recognise less common digraphs and trigraphs, exploring word families
To skim read to gain an overview of a text by focusing on the significant aspects e.g. characters, events, titles
Retell some important information they've found out from a text.
Draw together information from across a number of sentences to sum up what is known about a character, event or idea.
Re-read sections of texts carefully to find answers to questions about characters and events.
Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.

EYFS
To ask questions about words and stories they don't understand.
Apply phonic knowledge and skills as the route to decode words
Can retrieve features of a story e.g. setting and characters.
To discuss their favourite part of a story.
Act out roles in imaginative play.
Discuss what a character is like in well-known tales, e.g. wicked witch.
Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.

| 1a Drawing on knowledge of vocabulary to understand texts. 2a Give/explain the meaning of words in context. | 1b Identify and explain key aspects of texts such as characters, events, titles and information (retrieval). 2b Retrieve and record key information/key details from fiction and non-fiction. | 1c Identify and explain the sequences of events in texts. 2c Summarise main ideas from more than one paragraph. | 1d Make inferences from the text. 2d Make inferences from the text/ explain and justify inferences with evidence from the text. | 1e Predict what might happen on the basis of what has been read so far. 2e Predict what might happen from details stated and implied. | 2f Identify/explain how information/ narrative content is related and contributes to meaning as a whole (cause). | 2g Identify/explain how meaning is enhanced through choice of words and phrases. | 2h Make comparisons within the text (effect). |