



## Reading Progression at Lodge Farm

### Our vision for reading

We believe that reading opens the door to education. Our curriculum ensures that all children have a high level of fluency and understanding so that they are able to access all areas of the curriculum and learning as they progress through their education and into adulthood. Our curriculum will inspire children to have a love of literature and to become independent life-long learners.

**FINAL GOAL FOR THE END OF KS2:** To ensure that all children have experienced a wide range of literature and have a love of reading.

Year group and EOY intended skills- What will the children be able to do?							
Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	<p>*use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>*identifies simple and recurring literary language</p> <p>* identifies the meaning of vocabulary in context</p> <p>*explains their understanding of texts that are pitched beyond the level they can read independently</p>	<p>*discusses effective language choices, e.g. '<i>slimy</i>' is a good word there because...</p> <p>*identifies that adverbs help to tell us how the character is feeling</p>	<p>*identifies new vocabulary and sentence structure and discusses to develop understanding</p> <p>*identifies and understands meanings of a wide range of conjunctions used to link events together</p> <p>*identifies a range standard words/phrases used at various stages of a narrative e.g. introduction, build up</p>	<p>*notes examples of descriptive language and explains the mood or atmosphere they create</p> <p>*notices key words and phrases used to convey passing of time to introduce paragraphs or chapters</p> <p>*identifies how specific words and phrases link sections, paragraphs and chapters</p> <p>*identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed</p>	<p>*uses a range of strategies to identify the meaning of new vocabulary</p> <p>* identifies examples of effective description that evoke time or place commenting both on word and sentence choice</p> <p>*notes words and phrases in pre twentieth century writing which have changed their meaning over time</p>	<p>*analyses, and explains the impact of, authors' techniques and use of language e.g. <i>expressive or figurative language, range of sentence structure, repetition etc</i></p> <p>*notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs</p>



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Retrieving	<p>*demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>*with support, justifies their views about texts they have had read to them</p> <p>*recognises patterns in texts, e.g. repeated phrases</p> <p>*discusses the significance of the title</p> <p>*observes the punctuation and uses this to aid understanding</p> <p>*retrieves key information from a text</p> <p>*identifies complete sentences</p> <p>*identifies typical phrases</p> <p>*understands that there is a range of non-fiction texts</p> <p>*begins to understand how written language can be structured differently according to genre</p> <p>*in non-fiction,</p>	<p>*identifies words and phrases that link events</p> <p>*refers back to the text for evidence retrieves information stated within text (may not be obvious)</p> <p>*uses evidence from a text</p> <p>* shows awareness of use of features of organisation e.g. <i>index, bold headings</i></p> <p>*makes statements about characters on the basis of what is said and done</p> <p>*begins to understand that written language (standard English) has conventions that don't apply in spoken language</p> <p>*explains differences between fiction and non-fiction</p> <p>*understands that books can be used to find things out,</p>	<p>*refers back to the text for evidence when explaining</p> <p>*extracts information from tables and charts</p> <p>*recognises some different forms of poetry</p> <p>retrieves information from text where there is competing information</p> <p>*uses contents pages and indexes to locate, retrieve and record information from non-fiction texts</p> <p>*recognises different narrative genres</p> <p>*notices the difference between 1st and 3rd person accounts</p> <p>*identifies the conventions of different types of writing</p>	<p>*recognises the introduction, build-up, climax or conflict and resolution in narrative</p> <p>*retrieves information from text where there is competing information</p> <p>*identifies a wide range of poetic forms</p> <p>*identifies key words and phrases as evidence when making a point</p> <p>*identifies the structure and features of a range of non-fiction, narrative and poetry texts.</p> <p>*analyses how structural and presentational features contribute to purpose in a range of texts.</p> <p>*identifies events that are presented in more detail and those that are skimmed over</p> <p>*identifies underlying themes in a range of narrative texts</p> <p>* identifies the way descriptive language and small details are used to build an</p>	<p>* notes how cohesion is achieved in different ways</p> <p>* identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</p> <p>*retrieves information, referring to more than one place in the text, and where there is competing information</p> <p>*identifies and compares underlying themes in a range of narrative texts</p> <p>*identifies how an author varies pace by using direct or reported speech at different points in a story</p> <p>*comments on how a character is built and presented, referring to dialogue, action and description</p>	<p>*retrieves information, referring to more than one place in the text, and where there is competing information</p> <p>*recognises how the author of non-fiction texts expresses, sequences and links points</p> <p>*explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence</p> <p>*considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage</p> <p>*identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type</p>



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		comments on things that interest them	<p>and is beginning to do so</p> <ul style="list-style-type: none"><li>*recognises that information is grouped according to subject</li><li>*begins to use dictionaries, glossaries and indexes to locate meanings and information</li><li>*identifies simple literary language</li><li>*identifies elements of an author's style</li><li>*identifies how settings and characters are created using specific vocabulary that creates imagery</li><li>*identifies that the verbs used for dialogue tell us how a character is feeling</li></ul>		<p>impression of an unfamiliar place</p> <ul style="list-style-type: none"><li>*identifies figurative and expressive language that builds a fuller picture of a character</li></ul>	<ul style="list-style-type: none"><li>*retrieves, records and presents ideas from non-fiction in a different format</li><li>*identifies precision in the use of technical terminology and considers the different reasons for why an author might use this</li></ul>	
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Summarising	<p>*demonstrates an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>*identifies how non-fiction texts are sequenced</p> <p>*identifies the beginning, middle and end of stories and pattern in poetry</p>	<p>*identifies the sequence of events <i>e.g. answers questions such as 'Which event happened first? What happened before he fell over?'</i></p>	<p>*summarises main ideas from a text</p> <p>*begins to identify themes across texts <i>e.g. friendship, good and evil, bullying</i></p>	<p>*explains and justifies an opinion on the resolution of an issue/whole narrative</p> <p>*summarises the main ideas of a non-fiction text</p>	<p>*summarises main ideas from more than one text to support note taking</p> <p>*analyses information from tables and charts and can incorporate this information into a summary of the whole text</p>	<p>*summarises competing views</p> <p>*analyses dialogue at certain points in a story and summarises its purpose <i>e.g. to explain plot, show character and relationships, convey mood or create humour</i></p> <p>*discusses main ideas from a text within a group and summarises the discussion</p>



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Inferring	<p>*anticipate – where appropriate – key events in stories</p>	<p>*identifies goals/motives of the main character on the basis of what they have said and done</p> <p>*expresses preferences linked to own experiences e.g. 'I like going to the beach too'</p> <p>*uses different voices for characters when reading dialogue aloud</p> <p>*use different voice pitch to indicate whether they are reading an exclamation or question</p>	<p>*demonstrates empathy with characters looking at descriptions and actions</p> <p>*identifies evidence of change as a result of events, for example in character behaviour</p> <p>*recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios</p> <p>*explains how the way a character speaks reflects their personality</p> <p>*identifies common themes in traditional tales</p> <p>*evaluates simple persuasive devices</p> <p>*with support, justifies their views about what they have read</p>	<p>*suggests reasons for actions and events</p> <p>*infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</p> <p>*identifies with characters and makes links with own experiences when making judgements about the characters' actions</p> <p>*justifies their views about what they have read</p> <p>*identifies how settings are used to create atmosphere</p> <p>*identifies evidence of relationship between characters based on dialogue and behaviour</p> <p>*analyses the use of language to set scenes, build tension or create suspense</p> <p>*explains how words/phrases in the description are linked to create an overall</p>	<p>*identifies techniques used by the author to persuade the reader to feel sympathy or dislike</p> <p>*justifies opinions of particular characters</p> <p>*distinguishes between fact and opinion</p> <p>*makes deductions about the motives and feelings that might lay behind characters' words</p> <p>*summarises the way that the setting affects characters' appearance, actions and relationships</p> <p>*comments on the way key characters respond to a problem</p> <p>*makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected</p> <p>*explores alternative outcomes to an issue</p> <p>*analyses dialogue, making judgements about the extent to which characters reveal</p>	<p>*provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</p> <p>*recognises that characters may have different perspectives in the story</p> <p>*considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development</p> <p>*explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text</p> <p>*summarises ideas across paragraphs, identifying key details that support the main ideas</p>	<p>*draws reasoned conclusions from non-fiction texts which present differences of opinion</p> <p>*analyses why and how scene changes are made and how they affect characters and events</p> <p>*distinguishes between implicit and explicit points of view</p> <p>*identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text</p> <p>*provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</p> <p>*explains underlying themes across a range</p>



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				and consistent impression on the reader	their true feelings or motives  *evaluates texts for their appeal for the intended audience	* identifies conventions across a range of non-fiction text types and forms  *analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes  *identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context  * shows understanding through emphasis, intonation and volume when performing	*explains the intent of the author  *identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader
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Predicting	<p>*anticipate – where appropriate – key events in stories;</p>	<p>*predicts events and endings</p>	<p>*predicts with increasing accuracy during reading and then adapts prediction in the light of new information</p> <p>*predicts some key events of a story based on the settings described in the story opening</p>	<p>*predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</p>	<p>*predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	<p>*identifies whether changes in characters met or challenged the reader's expectations</p>	<p>*consolidation of previous year groups.</p>
Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading behaviours and fluency	<p>*say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>*read words consistent with their phonic knowledge by sound-blending;</p> <p>*read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>*reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation</p> <p>*re-reads to self-correct if meaning is lost</p> <p>*asks questions to clarify</p> <p>*connects what they read or hear to their own experiences</p> <p>*knows the voice telling the story is called the narrator</p>	<p>*self-corrects spontaneously and at the point of error</p> <p>*sustains silent reading most of the time</p> <p>*sustains interest in longer narratives e.g. <i>a short chapter book</i></p> <p>*recognises the difference between description in fiction and non-fiction</p>	<p>*asks increasingly informed questions to improve understanding of a text</p> <p>*comments on use of language using terminology including alliteration, rhythm, rhyme, simile</p> <p>*uses dictionaries independently to check meaning of new vocabulary</p>	<p>*listens to the opinions of others and adjusts own thinking/understanding where appropriate</p> <p>*expresses personal preferences regarding the work of significant authors/poets</p> <p>*explains similarities and differences with own experiences</p>	<p>*refines questions to deepen understanding of a text</p> <p>*uses technical and other terms needed for discussing what they hear and read</p> <p>*justifies personal response to particular texts and characters with evidence</p>	<p>*generates open questions to explore a range of possibilities and justifies responses in relation to the text</p> <p>*expresses and justifies personal preferences regarding significant authors/poets</p>



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Analyse and compare	NA	NA	NA	<p><b>Analysing</b> *analyses and compares plot structure</p> <p>*recognises the move from general to specific detail</p> <p><b>Comparing</b> *comments on the effect of scene changes</p>	<p><b>Analysing</b> *analyses how the structure of non-fiction relates to its purpose</p> <p>*analyses how poetry is structured and its effect on the reader</p> <p>*exemplifies the move between generalisations and specific information</p> <p><b>Comparing</b> *comments on differences between what characters say and what they do</p>	<p><b>Analysing</b> *analyses the structure of more complex non-linear texts (fiction and non-fiction / print or electronic)</p> <p>* analyses paragraph structures in similar texts noting and commenting on similarities and differences</p> <p><b>Comparing</b> *identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue</p> <p>*checks whether viewpoint changes in the story</p>	<p><b>Analysing</b> *justifies personal response to narratives with suitable expansion</p> <p>*identifies how authors use a range of narrative</p> <p><b>Comparing</b> *explains how a personal response has altered at various points across a text as the narrative viewpoint changes</p>





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Authorial intent	NA	NA	NA	<p>*evaluates effectiveness of texts in terms of function, form and language features</p> <p>*identifies how language structure and presentation (<i>font size, bold, calligrams</i>) contribute to meaning</p>	<p>*understands how authors use a variety of sentence constructions</p> <p>*explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them</p>	<p>*recognises the style of different authors and recognises their intended audience</p>	<p>*justifies agreement or disagreement with narrator's point of view when evaluating a text</p>