

## Overview of Progressive Statements

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6			
<b>Word reading and fluency</b>	<p><u>Refer to phonics overview</u></p> <p><i>*Use phonetic and non-phonetic knowledge as stated on the phonics progression document*</i></p> <ul style="list-style-type: none"> <li>-To read some common irregular words (throughout the year refer to phonics overview)</li> <li>-Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>-Segment and blend words of more than one syllable where these contain taught graphemes e.g. picnic, jumping</li> </ul>	<p><u>Refer to phonics overview</u></p> <p><i>*Use phonetic and non-phonetic knowledge as stated on the phonics progression document*</i></p> <ul style="list-style-type: none"> <li>-Read CEWs as stated in phonics progression document</li> <li>-Read words of more than one syllable containing taught digraphs</li> <li>-Read polysyllabic words (3+ syllables) by dividing them into syllables</li> <li>-Read compound words that require knowledge of CEWs e.g. football</li> <li>-To recognise the purpose of punctuation</li> <li>-Read pausing at full stops</li> <li>-To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li> <li>-To read words containing –s, –es, –ing, –ed, –er and –est endings, and know this changes the meaning of the word.</li> <li>-To re-read books to develop their confidence and fluency in word reading.</li> <li>-Recognise familiar story language</li> <li>-To correct an inaccurate word when prompted</li> </ul>	<p><u>Refer to phonics overview</u></p> <p><i>*Use phonetic and non-phonetic knowledge as stated on the phonics progression document*</i></p> <p>Refer to phonics overview</p> <ul style="list-style-type: none"> <li>-To identify when a text does not make sense and self-correct (KS1 EXP)</li> <li>-To develop additional strategies for decoding unfamiliar words (for example, prefixes and suffixes and contextual clues.)</li> <li>-Know phonemes may be represented by different graphemes</li> <li>-Break unfamiliar words up into syllables as a strategy to support decoding</li> <li>-To read words containing common suffixes (-ly, -ful -ment, -ness), and know this changes the meaning of the word.</li> <li>-To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>-To recognise the purpose of punctuation . ? ! "" using punctuation to support intonation in reading</li> </ul>	<p>Read further exception words (see appendix 1)</p> <p>Self correct mistakes, recognising when the meaning has been lost. <i>E.g. a pupil may substitute invitation for imitation then recognise their mistake</i></p> <p>Apply knowledge of root words, prefixes and suffixes to help them understand the meanings of new words</p> <p>Read, showing an awareness of punctuation. (Y1) ? ! (Y2) , "" (Y3)</p>	<p>A teacher should always focus on developing fluency in word reading as the predominant skill, using retrieval questions to check that they understand what they have read. Once a pupil is assessed as a fluent reader (Y4) in word reading, the teacher will continue to focus on word reading through exploration of new vocabulary.</p>			<ul style="list-style-type: none"> <li>-Read age appropriate texts fluently</li> <li>-Reads further exception words noting the unusual correspondences between spelling and sound where they occur in a word (see appendix 1 for Y3/4 word list)</li> <li>-Work out how to pronounce unfamiliar words with increasing automaticity</li> <li>-Where it is possible use contextual clues /prior knowledge of similar words to work out the meaning of new vocabulary.</li> <li>-Read with intonation e.g showing an awareness of how characters would speak, linked to punctuation clues and how they are feeling (link to inference).</li> <li>-Know skimming is reading materials rapidly in order to get a general overview.</li> <li>-Use skimming to support summarising and retrieval</li> </ul>	<ul style="list-style-type: none"> <li>-Read age appropriate texts fluently</li> <li>-Read most words effortlessly, pronouncing unfamiliar words with increasing automaticity and with intonation that shows understanding</li> <li>-Uses their knowledge of root words, prefixes and suffixes to work out the meanings of unfamiliar words</li> <li>-Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar words.</li> </ul>	<ul style="list-style-type: none"> <li>-Progression in word reading from Y5 comes in the increasing challenge within texts</li> <li>-Read age appropriate texts fluently</li> <li>-Read most words effortlessly, pronouncing unfamiliar words with increasing automaticity and with intonation that shows understanding (Y5)</li> <li>-Uses their knowledge of root words, prefixes and suffixes to work out the meanings of unfamiliar words (Y5) and how to pronounce them</li> </ul>
<b>Retrieval</b>	<ul style="list-style-type: none"> <li>-Answer basic retrieval questions e.g. who or where questions (Reading)</li> <li>-Show understanding of what is read by or to them by naming main characters and key events (Reading)</li> <li>-Refer to the pictures when answering a question</li> <li>-Find the title of the book</li> </ul>	<ul style="list-style-type: none"> <li>-Retrieve simple facts e.g. names (who - EYFS) places (where) events (what) where the answer is explicitly in the text</li> <li>-To know what a setting is and be able to identify where stories they read are set</li> </ul>	<ul style="list-style-type: none"> <li>-Finding a word or phrase in the text that states the answer. E.g. Being able to answer 'how do you know'?</li> <li>-Answer questions about a text to demonstrate their understanding</li> <li>-Retrieve events, names, places, (Y1) information and vocabulary (Y2)</li> <li>-Use the text (rather than prior knowledge) to answer questions</li> <li>-Use a contents / index and glossary page to retrieve information</li> <li>-To know that stories can be set in different places or times (link to history)</li> </ul>	<ul style="list-style-type: none"> <li>-Retrieve to support a given opinion</li> <li>-To know that there is often more than one answer to a question and to identify multiple separate answers / pieces of evidence</li> <li>-To retrieve information from non-fiction texts</li> <li>-Know scanning is looking for explicit key words in a text</li> <li>-Scan for key words in specific paragraphs / page titles and sub-headings</li> <li>-To know some of the key features of non-fiction tests e.g. headings, sub headings and that these can support scanning</li> <li>-Know how to use a contents / index and glossary page (Y2) to locate information (Y3)</li> </ul>	<p><i>Retrieval works to support inference</i></p> <ul style="list-style-type: none"> <li>-Retrieving evidence to back up their own opinion</li> <li>-Finding multiple pieces of evidence and drawing them together to answer an inference question</li> <li>-Using skimming and scanning to look for related words or phrases in a text (e.g. from a given question)</li> <li>-To know some of the key features of non-fiction tests e.g. headings, sub headings (Y3) and use these to locate information (Link to skim and scan)</li> <li>-Identify facts within a text</li> </ul>	<ul style="list-style-type: none"> <li>-Finding evidence in the text that backs up an opinion (quoting text)</li> <li>-Proving and disproving given statements using the text as evidence</li> <li>-See summarise: Paraphrase as well as quoting from a text when answering a question.</li> <li>-Skim and scan effectively for key ideas, facts and vocabulary.</li> <li>-Identify facts within a text</li> </ul>	<ul style="list-style-type: none"> <li>-Retrieve to support an opinion (Y5) using multiple pieces of evidence to support either a for / against or a balanced view.</li> <li>-Use quotes, paraphrasing, and adapting the text to give evidence.</li> <li>-Skim and scan effectively for key ideas, facts and vocabulary (Y5) including related words (Y6)</li> <li>-Know how to text mark to support retrieval</li> </ul>			
<b>Inference</b>	<ul style="list-style-type: none"> <li>-To recognise how someone is feeling from the way they behave (in real life).</li> <li>-To use this knowledge to link this to how characters behave in stories</li> <li>-To link feelings of characters with their own experiences.</li> <li>-To represent their own ideas, thoughts and feelings through stories</li> </ul>	<ul style="list-style-type: none"> <li>-Identify how a character in a story might be feeling (using own experiences and clues in the text)</li> <li>-To be able to explain why a characters might have behaved a certain way</li> </ul>	<ul style="list-style-type: none"> <li>-Answer questions and make some inferences (KS1 EXP)</li> <li>-To know inferring is when we look for clues about something that the text does not tell us directly</li> <li>-To use 'because' to justify inferences.</li> <li>-To answer 'why' questions. (Refer to retrieval statements)</li> <li>-Notice how ! can be used as clues to how a character is feeling</li> </ul>	<ul style="list-style-type: none"> <li>-To justify inferences with evidence from the text (with a single source of evidence).</li> <li>-Answer 'how do we know that?' questions.</li> <li>-Extract words in the text that tell you a character is feeling a certain way (link to scanning).</li> </ul>	<ul style="list-style-type: none"> <li>-To justify inferences drawing on specific evidence from the text (does not have to be direct quotations)</li> <li>-Refer back to things that have happened in a text as evidence for an opinion</li> <li>-To justify inferences with multiple sources of evidence</li> <li>-Identify how a character may be feeling when this involves more than one emotion</li> <li>-Draw inferences across longer sections of a text (for example, one or two chapters)</li> <li>-To ask questions to help improve their understanding of a text and understand how it can be answered in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>-To justify answers and opinions using quotes from the text as evidence.</li> <li>-To infer meaning from a given quote from the text.</li> <li>-Identify actions / dialogue in a text that give clues to character traits and motives (not just feelings)</li> <li>-Use evidence from two places in a book to show how feelings / motives / characters change</li> <li>-Identify the difference between facts and opinions in a text – infer how we know that something stated is a fact e.g Facts include a source / data</li> </ul>	<ul style="list-style-type: none"> <li>Comment on how characters and plot develop across a text.</li> <li>-Find exact parts of the text and state what they tell them.</li> <li>-Draw inference across the entire text, rather than shorter sections</li> <li>-Infer an author's opinion (link to authorial intent)</li> </ul>			
<b>Summarise and sequence</b>	<ul style="list-style-type: none"> <li>-To identify the main events and characters in a book they have been read.</li> <li>-Retell a familiar story using predictable phrases (C&amp;L)</li> <li>-To develop their own narratives and explanations by connecting ideas and events – see below for breakdown of this:</li> <li>-Responds to 'tell me what happened' using 'then' (C&amp;L/Reading) – Autumn</li> </ul>	<ul style="list-style-type: none"> <li>-Explain what a story is about</li> <li>-Describe what has happened in a story so far in order. (sequencing 3-4 key events and adding some detail to either the start, middle or end)</li> <li>-Become very familiar with key stories, fairy stories and traditional tales, retelling them being able to talk about their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>-Explain what has happened so far in what they have read (KS1 EXP)</li> <li>-Order key events in a story.</li> <li>-Pick out key changes, for example in a character's mood.</li> <li>-Justify summary using retrieval and inference skills.</li> <li>-To identify items of information which are related within a text (e.g. how a character develops through a story).</li> <li>-To sequence of events in books (fiction and non-fiction).</li> <li>-Explain their understanding of what has been read</li> </ul>	<ul style="list-style-type: none"> <li>-Know that a sequence of events in a narrative is called a plot</li> <li>-Summarise the plot of a piece of narrative</li> <li>-Summarise information from across a paragraph.</li> <li>-Use more than one piece of evidence to summarise information– such as feelings and events.</li> <li>-Know that a theme is a key idea / message in a book. Identify a key theme in books they have read.</li> <li>-Know a convention is something that is similar across books e.g from the same genre</li> <li>-Identify conventions across some of the books they have read</li> </ul>	<ul style="list-style-type: none"> <li>-To summarise ideas and information from across more than one paragraph (Y4).</li> <li>-Identify multiple factors which resulted in a character feeling / acting a certain way.</li> <li>-Summarise ideas / actions in 1-2 sentences</li> <li>-Identify the order of events which lead to / created a key event.</li> <li>-Know that a story can have more than one theme. Identify themes within books they have read.</li> <li>-Identify conventions in a range of fiction and non-fiction books</li> <li>-Identify key facts from a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>-Explore a larger section of text to identify evidence in order to justify opinions.</li> <li>-Paraphrase as well as quoting from a text when answering a question.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a summary of evidence to make a comparison across a text.</li> <li>-Compare character's attitudes and behaviour, drawing on multiple evidence sources across whole texts or extracts).</li> <li>-Identify the order of which summaries occurred within a text.</li> </ul>			

	-Use sequencing words (e.g. first, before) Spring						
Prediction	-Join in with predictable phrases when books are being read to them. -To know a prediction is a best guess at what will happen next -To compare what they thought might happen with what actually happened in a story -To anticipate key events in stories being read to them (using pictures to support). -Answer 'what do you think will happen next' questions where the outcome is clear (Spring)	-Know predictions should be based on things that have already happened in the story -Make a prediction that would make sense in the context of the story. -Choose from a selection of options about what would be most likely to happen and say why (linking back to story).	-Explain why they have made a prediction using the word 'because' -Predict future events drawing on their own experience and what has happened in the text. -Evaluate whether or not a prediction makes sense.	-Use information or events detailed in the books, that they can remember, to base their prediction upon. -Justify predictions and explain why using evidence from the text (not direct quotations). -Evaluate whether a prediction makes sense using evidence from the text. -Use what they know about similar stories or plots within certain genres to help form predictions	-Make predictions referring back to specific parts of the text. -Make a prediction based on multiple pieces of evidence. -To predict what will happen from both implied and stated details in the book. -Look back over a story and identify how the writer gave clues to help predict what may happen.	-Make predictions from what has been retrieved and inferred and explain why their prediction is likely -To make predictions using direct quotations from the text. -Use knowledge of themes (e.g. good triumphs over evil) to support predictions	-Use a particular part of quoted text to give evidence to support or argue predictions. -Make predictions, based on evidence and quotations from the text, which involve plot development or character's behaviour. -Use knowledge of themes (e.g. good triumphs over evil) to support predictions (Y5) -Debate predictions with others, using evidence from the text
Authorial intent and structure	NA	-Know the difference between a fiction and a non-fiction book (see additional skills)	-Know some of the features of non-fiction books: E.g. Headings, subheadings, captions (and contents/ glossaries link additional skills). -To recognise similar language features in stories e.g. common beginnings / endings	Identify words and phrases that capture the reader's interest. -Be able to identify phrases which make the reader feel a certain way. -Identify whether a text is to persuade, inform, explain or entertain. -Explain why an author has selected words in bold, italics or repeated. -Understand that writers use headings and subheadings (Y2) paragraphs, numbering / bullet points to organise writing (link with scanning).	Identify figurative language techniques and give a simple explanation as to what it means. -Know what a simile and a metaphor is -Explain what figurative language adds for the reader. -To find and clarify authors' word choice to engage the reader. -Identify effective words and phrases that describe and create atmosphere -To know that the organisation and layout of a book vary according to the book's purpose (Link to PIE – Y3) -Identify how structure and presentation contribute to meaning (e.g. bold, italics, repeated words, brackets)	-Know that narrative stories do not always follow a linear plot (e.g. flashbacks flash forwards) -To identify techniques that authors use and the effects these create (layout, punctuation, repeated words, rhetorical questions, short sentences, flashbacks – see example) -Know what personification is and why authors choose to use this technique -To identify how authors, create moods, enhance expectations and build tension. -Identify how the writer has made a setting or character generally appear a certain way. -To identify, discuss and compare conventions in and across a wide range of writing. -To distinguish between statements of fact and opinion and how these are used differently within text types. -Know that there are a range of narrative genres, that some are structured differently and have their own features e.g. tense, person, formality	-Identify the techniques writers use to create feelings, moods, build tension, create atmosphere and convey messages (Y5) -Evaluate the way that the author has used specific language choices to portray a certain character or setting in a specific way and how effective these choices are. -Identify and explain the writer's viewpoint using evidence from the text e.g. looking at how different characters are presented. Link this to knowledge of facts and opinions (Y5) when looking at non-fiction texts. -Know that narrative can be told from different points of view -Know that style, formality and vocabulary are linked to the purpose of the text
Vocab	-Know words for human emotions: angry, happy, sad, scared, nervous, frustrated, excited (Reading) -Picks up and uses vocabulary related to topics taught and books they have read together e.g. astronaut, tyrannosaurus. (C&L)	-Explain what words mean by linking to known words (teacher led) -Know alternative words for emotions building on taught in EYFS e.g. shy, miserable, upset, frightened, furious, livid, gloomy, Taught words (EYFS) angry, happy, sad, scared, nervous, frustrated, excited -Understand that some emotion words mean the same emotion but are on a more extreme scale e.g. annoyed – angry - furious -Recognise rhyming language, repeated language or patterns of language.	Discuss and clarify the meaning of new words, linking new meanings to known vocabulary This is broken down into: -To identify a word they don't understand then make a suggestion of what it might mean by linking it to another word they know. -To find the meaning of words linking new meanings to known vocabulary. -To draw on background information and vocabulary provided by the teacher. -To identify the word class/job of the new vocabulary in the sentence and how this contributes to meaning.	Discuss understanding and meaning of words in context <i>This is a must statement as being able to do this links to wider understanding of the text and inference retrieval skills</i> -Identify what words / non-literal phrases mean. -Use dictionaries -Know how prefixes and suffixes can change the meaning of a word and use this to work out word meanings. -Identify specific words to back up retrieval responses.	Unpick the meaning of phrases (using taught skills e.g. metaphors and similes)  -Use dictionaries	-Unpick the meaning of more complex, abstract phrases and link these to inferential questions.  -Use dictionaries	Y6 continues to build on Y5 content through unpicking the meaning of more complex phrases and relating these to inferences, including those relating to authorial intent.
Additional skills & including S&L genres and 'love to read'	-Say what they like about stories that they have read -Name stories that they have read and enjoyed -Learn songs and rhymes (see book spine)	-Participate in discussion, performances, role plays and improvisations (S&L) -Talk about stories that they have read and enjoyed (EYFS) -Say where a story reminds them of another story and why -Know the difference between a fiction and a non-fiction book	-Participate in discussion, performances, role plays and improvisations -Know the difference between fiction and non-fiction (Y1), poetry and narrative (Y2). -See retrieval: Use a contents / index and glossary page to retrieve information -Talk about books they have enjoyed (Y1) and say why	-Be able to identify different book genres (those that have been taught) e.g. fairy story, myth, adventure -Discuss what they like about stories they have read – sharing favourite parts and explaining why they liked it so much. -Make generalisations about of genre of books they enjoy and use this to help them choose other books -Accept and give recommendations to others	-Evaluate a story / part of a story in terms of its effectiveness. -To be able to hold a discussion with another who may have a differing view -Be able to identify different book genres (those that have been taught so should extend genres taught in Y3) – link to book spine -Accept and give recommendations to others (wider range of books than Y3)	-Accept and give recommendations to others from a range of different genres -Know that genres sometimes cross over e.g. mystery and adventure -Be willing to read stories that are beyond their immediate preferences -Give a personal viewpoint about a text and use evidence to justify this – having discussion with others who may have differing views. -Evaluate the effectiveness of different texts (including non-narrative)	-Know that re-reading a text multiple times can enhance understanding -Build on the opinions and ideas of others using evidence from a text -Be able to talk about preferred authors / styles of writing / favourite techniques authors use