

Reading Progression Framework

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise	Key
Demonstrate understanding when talking with others about what they have read (ELG: Reading)	Uses illustrations to support understanding of texts read.	Listens to stories and anticipates key events (ELG: Listening and attention)	Begins to evaluate effectiveness of texts, including effective vocabulary choices.	Identifies title. Makes connections between texts.	Retells known stories in a variety of ways (e.g. small world, role play, story maps etc.)	EYFS
Identifies simple recurring literary language.	Makes links from the text to own experiences.	Predicts events and endings.	Identifies different sentence constructions and their impact on the reader.	Recognises patterns in texts (e.g. repetitive language).	Identifies the beginning, middle and end in stories.	Y1
Discusses effective language or layout (non - fiction choices).	Makes simple inferences about characters' actions.	Reviews cover to predict book content.	Identifies whether a text presents a balanced or biased argument/viewpoint.	Recognises the differences between different genres e.g. fiction and non - fiction.	Identifies contents and index in non - fiction texts.	Y2
Identifies and discusses new vocabulary	Identifies goals/motives of the main character based on what they have said or done.	Predicts key events in a story using information such as setting and genre.	Identifies different perspectives on one issue in a non - fiction text.	Retrieves key information from a text.	Identifies the sequence of events in a story.	Y3
Infers meaning of unfamiliar words.	Demonstrates empathy with characters.	Offers alternative plotlines or endings.	Explains whether they agree or disagree with the point of view expressed in the text, drawing on evidence to support their argument.	Understands layout and organisational features of non - fiction texts.	Summarises the main idea or theme of the text, including non - fiction.	Y4
Identifies descriptive vocabulary and its impact on the reader.	Justifies opinions using evidence from the text.	Makes predictions using evidence from the text.	Explains how their feelings towards a particular character have changed over the course of a story.	Refers back to the text for evidence.	Justifies their opinion of a whole text using evidence from different parts of the text.	Y5
Uses a range of strategies to infer the meaning of unfamiliar words.	Suggests reasons for actions and events and justifies their views by referring to the text.	Predicts characters' behaviours based on mood/atmosphere.		Uses contents page and index to locate information in non - fiction texts.	Analyses the different structures of fiction and non - fiction texts, noting similarities and differences.	
Identifies effective vocabulary (including figurative language and sentence constructions) and their impact on the reader.	Infers characters' feelings based on evidence from the text.	Adjusts initial predictions based on new evidence and explains why.		Refers directly to text when responding.	Summarises the relationship between characters at different points in the story using evidence from the text e.g. dialogue.	
Analyses the impact of particular language techniques used (e.g. figurative language, sentence construction etc.)	Identifies how settings are used to create atmosphere.	Explains whether developments in plot/character met or challenged their expectations.		Retrieves information from the text when there is distracting information.		
	Reasons about characters' feelings by referring to dialogue.			Retrieves information from multiple places within a text.		
	Distinguishes between fact and opinion.			Make informed decisions regarding the relevance of different sections in non - fiction books when looking for specific information.		
	Identifies techniques used by the author to make the reader feel sympathy/dislike etc.			Identifies how points are linked and sequenced in non - fiction texts.		
	Discuss how characters change over the course of a story and reasons why using evidence from the text.			Discusses how text layout and organisational devices impact on the read in non - fiction texts.		
	Discusses the impact of time and place (setting) on characters' behavior and plot.					
	Explains the author's intentions using evidence from the text (e.g. to persuade in a non - fiction text; to create an emotional response to a character or setting in a fiction text).					

Reading Progression Framework