Progression Overview in Reading
Years R – 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding/ Fluency	Join in with well-known or repeated phrases in stories that are read to them. Decode and blend CvC and then CCVC words.	Children read confidently by decoding using the sounds they have been taught so far. They have a growing number of words they can read automatically.	Children can read at a speed of 90 words per minute. Children develop expression when reading aloud, particularly where characters are speaking in a story.	Fluency is developed by choral reading in Whole class reading and echo reading in small groups where needed.	Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression confidently when reading aloud.	Children can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.	
Retrieval	Children can answer simple recall questions about stories without pictures or prompts.	Children can answer questions about what has just happened in a story.	Children can explain their understanding of independent reading by answering simple questions about what they have just read.	Children begin to learn the skill of 'skim and scan' to retrieve details. Children begin to use quotations from the text.	Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text.	Children confidently skim and scan. They use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.
Prediction	Makes suggestions about what might happen next or how a story might end based on events so far. Innovate stories through role-play and small world play.	Children make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or though pictures. Adults might scribe their ideas.	Children make predictions using their own knowledge as well as what has happened so far to make logical predictions.	Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions.	Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They are taught to monitor these predictions and compare them with the text as they read on.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions in light of new information.
Inference	Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience.	Children make inferences about characters' feelings using what they say and so to infer basic points with direct reference to the pictures and words in the text.	Children make inferences about characters' feelings using what they say and so to infer basic points and begin, with support to notice more subtle references.	Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing a specific point in the text.	Children can infer characters' feelings, thoughts and motives from their stated actions. They will consolidate the skill of justifying them using a specific reference point in the text.	Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.	Children can infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text.
Questioning	With support, children can generate simple questions using who, when, what, how and why.	Children can generate literal recall questions. They are taught how to ask questions before, during and after reading.	Children generate literacy recall questions of their own, which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text	Children generate a variety of questions – recall and inferential to help them to understand the text further. Introduce the idea of 'story themes' Love, friendship, revenge, learn a lesson, good vs evil etc.	Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further. Develop the idea of story themes. Courage, overcoming obstacles etc.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion beyond the text.

Sequencing	Children recall and order key events from the text. They use a story line or narrative in their role-play and small world play.	Children retell and order events from the text. They begin to discuss how events are linked.	Children retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story.				
Summarising				Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of. Teachers begin to model how to record summary writing.	Children use skills developed in year 3 and are able to write a brief summary of main points, identifying and using important information.	Children begin to make connections between information across the text and include this information in their written summaries.	Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
Vocabulary	Children use talking about books to clarify their thinking, ideas and feelings. E.g. linking to their own experiences.	Children discuss new word meanings and link them to words they already know.	Children begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill.	Children begin to find the meaning of new words using substitution within a sentence.	Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know.	Children 'read around the word' and explore its meaning in the broader context of a section or paragraph.	Children 'read around the word' and independently explore its meaning in the broader context of a section or paragraph.