

Progression Within Reading at Sandy Lane Primary School

Year 2			
MONDAY/TUESDAY Vocabulary	End of Year Expectation: <ul style="list-style-type: none"> ▫ Recognise simple recurring literary language in stories and poetry ▫ Discuss and clarify the meanings of words, linking new meanings to known vocabulary ▫ Draw on what they already know or on background information and vocabulary provided by the teacher ▫ Discuss their favourite words and phrases 		
Terms 1 - 6 Progressive across the year based on text-level			
MONDAY Predict	End of Year Expectation: <ul style="list-style-type: none"> ▫ Predict what might happen on the basis of what has been read so far (at age-appropriate text level) 		
		Term 5 Distinguish clues when reading that may be useful when predicting	Term 6 Predict what might happen on the basis of what has been read so far
TUESDAY Sequence	End of Year Expectation: <ul style="list-style-type: none"> ▫ Discuss the sequence of events in books and how items of information are related 		
		Term 5 Sequence using text specific vocabulary	Term 6 Discuss the sequence of events in books and how items of information are related
WEDNESDAY Retrieve	End of Year Expectation: <ul style="list-style-type: none"> ▫ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves ▫ Answer and ask questions 		
		Term 5 Find evidence in the text to answer literal comprehension questions	Term 6 Find evidence in the text where the question uses synonyms and pronouns
THURSDAY Infer	End of Year Expectation: <ul style="list-style-type: none"> ▫ Make inferences on the basis of what is being said and done (at age-appropriate text level) 		
		Term 5 Infer through what is being said	Term 6 Infer through what is being done
FRIDAY Choice (Non-Statutory)	End of Year Expectation: <ul style="list-style-type: none"> ▫ Non-statutory 		
		Term 5 Discuss how language contributes to meaning	Term 6 Discuss words and phrases that capture the reader's interest

Year 3					
MONDAY/TUESDAY Vocabulary		End of Year Expectation: <ul style="list-style-type: none"> ▫ Check that the text makes sense to them (at age-appropriate text level), discussing their understanding and explaining the meaning of words in context ▫ Begin to use dictionaries to check the meaning of words that they have read 			
Terms 1 - 6 Progressive across the year based on text-level					
MONDAY Predict		End of Year Expectation: <ul style="list-style-type: none"> ▫ With support, predict what might happen from details stated and implied (greater emphasis on the stated) 			
Terms 1 and 2 Explain/ justify predictions made using evidence from the text		Term 3 Revise prediction based on new information	Term 4 Make multiple predictions with evidence across a text	Terms 5 and 6 Predict what might happen from details stated	
TUESDAY Summarise		End of Year Expectation: <ul style="list-style-type: none"> ▫ Begin to identify themes and conventions in a wide range of books ▫ Begin to identify main ideas drawn from more than one paragraph and summarise these 			
Terms 1 and 2 Identify key points and determine what's important (within a paragraph)		Terms 3 and 4 Identify main ideas drawn from more than one paragraph and summarise these		Terms 5 and 6 Identify themes and conventions in a wide range of books	
WEDNESDAY Retrieve		End of Year Expectation: <ul style="list-style-type: none"> ▫ Retrieve and record information from non-fiction (at age-appropriate text level) ▫ Ask questions to improve their understanding of a text (at age-appropriate text level) 			
Terms 1 and 2 Find evidence in the text		Terms 3 and 4 Find evidence in the text where the question uses synonyms and pronouns		Terms 5 and 6 Find evidence in the text, taking evidence from across multiple sentences to link meaning	
THURSDAY Infer		End of Year Expectation: <ul style="list-style-type: none"> ▫ With support, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify with evidence 			
Term 1 Infer through what is being said and done	Term 2 Infer characters' feelings	Term 3 Infer characters' thoughts	Term 4 Infer characters' motives	Terms 5 and 6 Infer characters' feelings, thoughts and motives	
FRIDAY Choice		End of Year Expectation: <ul style="list-style-type: none"> ▫ Begin to identify how language, structure and presentation contribute to meaning ▫ Begin to discuss words and phrases that capture the reader's interest and imagination 			
Term 1 Identify how structure and presentation contributes to meaning	Term 2 Discuss words that capture the reader's interest	Term 3 Identify how language contributes to meaning	Term 4 Discuss phrases that capture the reader's interest	Term 5 Identify how language, structure and presentation contribute to meaning	Term 6 Discuss words and phrases that capture the reader's interest

Year 4					
MONDAY/TUESDAY Vocabulary		End of Year Expectation: □ Check that the text makes sense to them (at age-appropriate text level), discussing their understanding and explaining the meaning of words in context □ Confidently use dictionaries to check the meaning of words that they have read			
Terms 1 - 6 Progressive across the year based on text-level					
MONDAY Predict		End of Year Expectation: □ With support, predict what might happen from details stated and implied (greater emphasis on the implied)			
Term 1 Explain/ justify predictions made using evidence from the text	Term 2 Revise prediction based on new information	Terms 3 and 4 Make multiple predictions with evidence across a text		Terms 5 and 6 Predict what might happen from details implied	
TUESDAY Summarise		End of Year Expectation: □ Confidently identify themes and conventions in a wide range of books □ Confidently identify main ideas drawn from more than one paragraph and summarise			
Terms 1 and 2 Identify key points and determine what's important (within a paragraph)		Terms 3 and 4 Identify main ideas drawn from more than one paragraph and summarise these		Terms 5 and 6 Identify themes and conventions in a wide range of books	
WEDNESDAY Retrieve		End of Year Expectation: □ Retrieve and record information from non-fiction (at age-appropriate text level) □ Ask questions to improve their understanding of a text (at age-appropriate text level)			
Terms 1 and 2 Find evidence in the text		Terms 3 and 4 Find evidence in the text where the question uses synonyms and pronouns		Terms 5 and 6 Find evidence in the text, taking evidence from across multiple sentences to link meaning	
THURSDAY Infer		End of Year Expectation: □ With support, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify with evidence (at age-appropriate text level)			
Term 1 Infer through what is being said and done with evidence from the text	Term 2 Infer character's feelings with evidence from the text	Term 3 Infer character's thoughts with evidence from the text	Term 4 Infer character's motives with evidence from the text	Terms 5 and 6 Infer character's feelings, thoughts and motives with evidence from the text	
FRIDAY Choice		End of Year Expectation: □ Identify how language, structure, and presentation contribute to meaning □ Confidently discuss words and phrases that capture the reader's interest and imagination			
Term 1 Identify how structure and presentation contributes to meaning	Term 2 Discuss words that capture the reader's interest	Term 3 Identify how language contributes to meaning	Term 4 Discuss phrases that capture the reader's interest	Term 5 Identify how language, structure and presentation contribute to meaning	Term 6 Discuss words and phrases that capture the reader's interest

Year 5					
MONDAY/TUESDAY Vocabulary		End of Year Expectation: <ul style="list-style-type: none"> Check that the text makes sense to them (at age-appropriate text level), discussing their understanding and explaining the meaning of words in context 			
Terms 1 - 6 Progressive across the year based on text-level					
MONDAY Predict		End of Year Expectation: <ul style="list-style-type: none"> With increasing independence, predict what might happen from details stated and implied (greater emphasis on the stated) 			
Term 1 Predict what might happen from details stated based on themes	Term 2 Predict what might happen from details stated based on genres	Term 3 Predict what might happen from details stated based on conventions (cliché/device that acts as a defining feature of a genre)	Term 4 Predict what might happen from details stated based on knowledge of the author	Terms 5 and 6 With increasing independence, predict what might happen from details stated based on themes, conventions, knowledge of the author and genres	
TUESDAY Summarise		End of Year Expectation: <ul style="list-style-type: none"> Begin to identify and discuss themes and conventions in and across a wide range of writing Begin to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Begin to make comparisons within and across books Begin to provide reasoned justifications for their views 			
Terms 1 and 2 Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas		Terms 3 and 4 Identify and discuss themes and conventions in and across a wide range of writing		Terms 5 and 6 Summarise comparisons within and across books	
WEDNESDAY Retrieve		End of Year Expectation: <ul style="list-style-type: none"> Retrieve and record information from non-fiction (at age-appropriate text level) Ask questions to improve their understanding of a text (at age-appropriate text level) 			
Terms 1 and 2 Find evidence in the text		Terms 3 and 4 Find evidence in the text where the question uses synonyms and pronouns		Terms 5 and 6 Find evidence in the text, taking evidence from across multiple sentences to link meaning	
THURSDAY Infer		End of Year Expectation: <ul style="list-style-type: none"> With increasing independence, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify with evidence 			
Terms 1 and 2 Infer character's feelings with evidence from the text, using Point Evidence Explain as a structure		Terms 3 and 4 Infer character's thoughts with evidence from the text, using Point Evidence Explain as a structure		Terms 5 and 6 Infer character's motives with evidence from the text, using Point Evidence Explain as a structure	
FRIDAY Choice		End of Year Expectation: <ul style="list-style-type: none"> Begin to identify how language, structure and presentation contribute to meaning Begin to distinguish between statements of fact and opinion Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Begin to make comparisons within and across books 			
Term 1 Identify how language, structure and presentation contributes to meaning	Term 2 Distinguish between statements of fact and opinion	Term 3 Evaluate how authors use language considering the impact on the reader	Term 4 Evaluate how authors use language, including figurative language, considering the impact on the reader	Term 5 Make comparisons (how authors use language, including figurative language, considering the impact on the reader) within books/texts	Term 6 Make comparisons (how authors use language, including figurative language, considering the impact on the reader) across books/texts

Year 6				
MONDAY/TUESDAY Vocabulary		End of Year Expectation: <ul style="list-style-type: none"> ▫ Check that the text makes sense to them (at age-appropriate text level), discussing their understanding and explaining the meaning of words in context 		
Terms 1 - 6 Progressive across the year based on text-level				
MONDAY Predict		End of Year Expectation: <ul style="list-style-type: none"> ▫ With increasing independence, predict what might happen from details stated and implied (greater emphasis on the implied) 		
Term 1 Predict what might happen from details stated based on themes	Term 2 Predict what might happen from details stated based on genres	Term 3 Predict what might happen from details stated based on conventions (a cliché/device that acts as a defining feature of a genre)	Term 4 Predict what might happen from details stated based on knowledge of the author	Terms 5 and 6 With increasing independence, predict what might happen from details implied based on themes, conventions, knowledge of the author and genres
TUESDAY Summarise		End of Year Expectation: <ul style="list-style-type: none"> ▫ Confidently identify and discuss themes and conventions in and across a wide range of writing ▫ Confidently summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ▫ Confidently make comparisons within and across books ▫ Confidently provide reasoned justifications for their views 		
Terms 1 and 2 Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas		Terms 3 and 4 Identify and discuss themes and conventions in and across a wide range of writing	Terms 5 and 6 Summarise and make comparisons within and across books	
WEDNESDAY Retrieve		End of Year Expectation: <ul style="list-style-type: none"> ▫ Retrieve and record information from non-fiction (at age-appropriate text level) ▫ Ask questions to improve their understanding of a text (at age-appropriate text level) 		
Terms 1 and 2 Find evidence in the text		Terms 3 and 4 Find evidence in the text where the question uses synonyms and pronouns	Terms 5 and 6 Find evidence in the text, taking evidence from across multiple sentences to link meaning	
THURSDAY Infer		End of Year Expectation: <ul style="list-style-type: none"> ▫ With increasing independence, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify with evidence 		
Terms 1, 2 and 3 Infer character's feelings, thoughts and motives with evidence from the text, using Point Evidence Explain as a structure		Term 4 Discuss how characters change and develop through the texts by drawing inferences	Term 5 Consider different accounts of the same event and discuss view points	Term 6 Consider different accounts of the same events and how characters have changed/developed to get to this viewpoint
FRIDAY Choice		End of Year Expectation: <ul style="list-style-type: none"> ▫ Confidently identify how language, structure and presentation contribute to meaning ▫ Confidently distinguish between statements of fact and opinion ▫ Confidently explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ▫ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ▫ Confidently discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 		

□ Confidently make comparisons within and across books				
Term 1 Identify how language, structure and presentation contributes to meaning	Term 2 Distinguish between statements of fact and opinion	Term 3 Evaluate how authors use language considering the impact on the reader	Term 4 Evaluate how authors use language, including figurative language, considering the impact on the reader	Terms 5 and 6 Make comparisons (how authors use language, including figurative language, considering the impact on the reader) within and across books/texts