



Northfield St Nicholas Primary Academy

Reading Progression

VIPER	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocab	<p>Phase 1 phonics L&S</p> <p>Listens to and joins in with stories and poems.</p> <p>Joins in with repeated frames and repeats key events and phrases in rhymes and stories.</p>	<p>Suggest ways that stories are structured using story language.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p>	<p>Explore the effect of patterns of language and repeated words and phrases.</p> <p>Identify and discuss some key elements of story language.</p>	<p>Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.</p> <p>Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.</p>	<p>Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.</p> <p>Locate words in a dictionary by the first two letters.</p> <p>Know the quartiles of the dictionary.</p>	<p>Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions.</p> <p>Discuss the meaning of similes and other comparisons they have read.</p> <p>Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly.</p>	<p>Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices.</p> <p>Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.</p> <p>Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.</p> <p>Use a dictionary to check a suggested meaning.</p>	<p>Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary.</p> <p>Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them.</p> <p>Comment critically on how a writer uses language to imply ideas, attitudes and points of view.</p> <p>Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.</p> <p>Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.</p>

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Inference		<p>Discuss how characters feel based on pictures and what has been read in a text.</p>	<p>Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud.</p> <p>Discuss what is suggested about a character from the way or how he/ she speaks.</p> <p>How language contributes to meaning: Explore the effect of patterned language or repeated words and phrases in familiar stories.</p> <p>Ask inferential questions: Ask questions to explore what characters say and do.</p> <p>Adapt reading strategies to make inferences: Link what they are reading to their own experience.</p>	<p>Make inferences about characters from what they say and do, focusing on important moments in a text.</p> <p>How language contributes to meaning: Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.</p> <p>Ask inferential questions: Ask questions to understand more about characters and events in narrative or the topic in non-fiction.</p> <p>Adapt reading strategies to make inferences: Talk around a topic prior to reading. Re-read sections of texts carefully to find answers to questions about characters and</p>	<p>Understand how what a character says or does impacts on other characters, or on the events described in the narrative.</p> <p>Infer characters' feelings in fiction.</p> <p>How language contributes to meaning: Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.</p> <p>Ask inferential questions: Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic</p> <p>Adapt reading strategies to make inferences: Link what they read to their knowledge and experience of a topic</p>	<p>Deduce the reasons for the way that characters behave from scenes across a short story.</p> <p>How language contributes to meaning: Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build attitudes or emotions. Discuss the meaning of similes and other comparisons that they read.</p> <p>Ask inferential questions: Ask questions to clarify their understanding of what is implied about</p>	<p>Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</p> <p>How language contributes to meaning: Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.</p> <p>Ask inferential questions: Recognise where they don't understand why something happens in a text and ask questions to clarify</p>	<p>Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.</p> <p>How language contributes to meaning: Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.</p> <p>Ask inferential questions: Ask questions to clarify and explore their understanding of what is implied in the text.</p> <p>Adapt reading strategies to make inferences: Link what they have</p>

				<p>events.</p>	<p>and to their knowledge of similar texts. Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated. Re-read sections of texts carefully to check their ideas about the text.</p>	<p>main ideas, themes and events in texts they have read. Adapt reading strategies to make inferences: Link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Make predictions and brief summaries at regular intervals when reading. Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.</p>	<p>their understanding. Adapt reading strategies to make inferences: Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.</p>	<p>just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.</p>
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Predict	To suggest how a story might end.	Use titles, covers and pictures of familiar texts to predict how the story will end.	Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.	Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.	Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded	Use information about characters to make plausible predictions about their actions.	Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them.	Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.
Explain	To describe main story settings, events and main principal characters with prompts or visual aids.	To sequence events in a familiar story and explain what has happened.	Discuss reasons why things happen in the texts they read or are read to them. Express their understanding orally, and use words, illustrations and given formats to record their understanding.	Discuss themes, plots, events and characters, comparing stories by the same and different authors. Compare the information given about topics in non-fiction texts.	Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information.	Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.	Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.	Contribute constructively to a discussion about reading, responding to and building on the views of others. Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.

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Retrieval	Joins in with repeated frames and repeats key events and phrases in rhymes and stories.	To discuss key events and principle characters in a familiar story. To follow a story without pictures of props.	Match events to characters in narrative and detail and information to objects or topics in non-fiction texts.	Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying. Use different formats (matching, ordering etc.) to answer questions on a text.	Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information. Record their understanding of a text in different ways, using a range of formats.	Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. Answer questions on a text using different formats (matching, ordering, tabulating, etc.).	Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Vary the reading strategies they use to answer questions, depending on the different types asked. Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses.	Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text. Vary the reading strategies they use and mode of answering according to what is expected of them by the question. Use confidently the different formats (matching, ordering etc.) to answer questions on a text. Answer questions by explaining their ideas orally and in writing.