Reading progression of skills

Reading skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieval	Children answer simple recall questions verbally about known stories and can retell simple past events	Children answer simple recall questions verbally about stories they can follow without pictures or prompts	Children verbally explain their understanding of what is being read to them by answering simple questions about what has just happened	Children explain their understanding of what they have read by themselves by answering simple questions about what has just happened	Children are taught and begin to use skimming and scanning to retrieve and record details from fiction and non-fiction, suing some quotations.	Children to use skimming and scanning to retrieve and record details from fiction and non-fiction, using relevant quotations to support responses	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from a larger part of the text	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text
Prediction	Makes suggestions about what might happen next or how the story might end based on pictures from the story, and talks to others about this	Makes suggestions about what might happen next or how the story might end based on actions so far, and innovates stories through role play	Children use own knowledge, as well as what has happened so far in a story to make sensible predictions about what could happen next and being to explain them verbally and through pictures	Children use own knowledge, as well as what has happened in the story so far, to make sensible predictions about what could happen next and give explanations of them	Children use relevant prior knowledge to form predictions and justify them. Children 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 justify them. Children monitor predictions and compare them with the text as they read on	Predictions are supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on.	Predictions are supported by relevant evidence drawn from across the text. Children confirm and modify predictions in light of new information
Inference	Children infer character's feelings using pictures and own experiences to talk about them	Children infer character's feelings using pictures and own experiences to talk about them	Children make inferences about a character's feelings using what they say and do to infer more obvious points with direct references to pictures and words in a text	Children make inferences about a character's feelings using what they say and do to infer more obvious points and begin to pick up on some more subtle references	Children infer character's feelings, thoughts and motives from their stated actions, beginning to justify them with some reference to a specific point in the text	Children infer character's feelings, thoughts and motives from their stated actions, consolidating the skill of justifying them with some reference to a specific point in the text	Children infer character's feelings, thoughts and motives, giving one or two pieces of evidence from different places across the text.	Children infer character's feelings, thoughts and motives, giving more than one piece of evidence to support each point made, drawing evidence from different places across the text
Questioning	With support, children are beginning to understand simple recall questions, using given starting words (who and how)	With support children can generate simple recall questions using given starting words (who, when, how, why) to clarify what they are thinking about a story.	Children generate literal recall questions of their own to match the text they are reading, before during and after reading. Children use their own question words and ask questions which can be answered using the text	Children generate literal recall questions of their own which go with the text they are reading. Children use their own question words and being to be able to change their questions as they progress through the text.	Children generate a variety of questions, including retrieval and inferential questions to help the understand a text further	Children generate a variety of questions including retrieval, inferential and questions about the deeper meaning or themes of a text to help them understand further.	Children actively generate a variety of questions to focus the reading and adjust the questions in light if evidence from the text. Adults model the use of critical thinking questions that take the discussion deeper and beyond the text, which the children begin to use.	Children actively generate a variety 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 deeper and beyond the text
Summarising	Children recall and order some key events from the text	Children recall and order some key events from the text. They also introduce a story line or narrative in their play	Children retell and sequence main events from texts and discuss how the events are related, focussing on the main content of the text	Children retell and sequence events from texts and discuss how the events re related and how they shape the story, focussing on	Children begin to distinguish between important and unimportant information in a text and synthesise the key points to give a brief	Children distinguish between important and unimportant information in a text and synthesise the key points to give a brief written summary	Children summarise information from across a text and make connections by analysing, evaluating and synthesising ideas within a text	Children summarise information from across a text and make connections by analysing, evaluating and synthesising ideas

				the main content of the text	verbal summary. Teachers model how to record for children to begin			within and between texts.
Clarifying (vocabulary understanding)	Children to build up a vocabulary that reflects their experiences	Children use talking about books to clarify their thinking, ideas and feelings	Children discuss new word meaning and link them to words that they already know. They use the pictures to support them to do this	Children discuss new word meanings and link them to words that they already know, including root words	Children being to find the meaning of new words by using the context of the sentence it is in to help them. They also use the skills of looking at the picture, finding root words and breaking words down	Children find the meaning of new words by using the context of the sentence it is in to help them, They also use the skill of linking words to other words that they know	Children read around the word and are taught to explore its broader meaning within a section or paragraph	Children read around the word and independently explore its broader meaning within a section or paragraph