



Reading Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Comprehension		Understand both the books they can already read accurately and fluently and those they listen to by:		Understand what they read, in books they can read independently, by:		Understand what they read by:		Understand increasingly challenging texts through: Read critically through:
<i>Understanding</i>	Read and understand simple sentences. Demonstrate understanding when talking to others about what they have read.	Drawing on what they already know or on background information and vocabulary provided by the teacher.						
		Checking that the text makes sense to them as they read and correcting inaccurate reading.		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.		Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in the context.		Checking their understanding to make sure that what they have read makes sense.
			Asking and answering questions.	Asking questions to improve their understanding of a text.		Asking questions to improve their understanding.		
<i>Inference</i>		Discussing the significance of the title and events.						
		Making inferences on the basis of what is being said and done.		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		Making inferences and referring to evidence in the text.
<i>Prediction</i>		Predicting what might happen on the basis of what has been read so far.		Predicting what might happen from details stated and implied.		Predicting what might happen from details stated and implied.		
<i>Summarising</i>				Identifying main ideas drawn from more than one paragraph and summarising these.		Summarising the main idea drawn from more than one paragraph, identifying key details that support the main idea.		
<i>Authorial Intent</i>				Identifying how language, structure, and presentation contribute to meaning.		Identifying how language, structure, and presentation contribute to meaning.		Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
<i>Non-fiction</i>				Retrieve and record information from non-fiction.		Retrieve, record and present information from non-fiction.		
						Distinguish between statements of fact and opinion.		

<i>Discussing Reading</i>		Participate in discussion about what is being read to them, taking turns and listening to what others say.	Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, building on their own and others' ideas by challenging views courteously.	
		Explain clearly their understanding of what is read to them.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they have read for themselves.		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.	