Reading - Progression of Skills

	A VOCABULARLY — Draw on knowledge of vocabulary to understand texts	B INFER — Make inferences from the text	C PREDICT — Predict what might happen on the basis of what has been read so far	D EXPLAIN — Explain your preferences, thoughts and opinions about the text.	E RETRIEVE — Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.	F SEQUENCE/SUMMARISE — Identify and explain the sequence of events in texts	Other
Pink	With prompting, show understanding of many common words and phrases in a story that is read aloud to them.	Make inferences to answer a simple question related directly to characters' emotions in a familiar picture book read aloud to them, where answer is signposted in book but question is quite open.	Suggest how an unfamiliar story read aloud to them might end.	Give a simple opinion on a book they have read, when prompted.	Point to title of book on front cover. Say something about who was in the story, what happened and where it took place.	Sequence three events from a familiar story, using puppets, pictures from the book or role-play.	Know that text in English is read top to bottom and left to right. Know that a book has a beginning and end and turns most of the pages between them accurately.
Red	With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. Use known words to check and confirm reading. Repeat words, phrases, or sentences to check, confirm, or modify own reading	Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Make inferences to answer a question beginning 'Why do you think...?' in a book they have read, where answer is clearly signposted.	Make simple, plausible suggestions about what will happen next in a book they are reading.	When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.	Understand that information can be found in books, computers and other sources. Answer 'how' and 'why' questions on one point of a picture book they have listened to, where answer is clear in the book.	Usually remember main sequence of events in a story when questioned. Know that stories have a beginning, middle and an end.	Locate and recall title Consolidate control of one to one matching on a wide range of texts Begin to notice errors Start to read with in a more phrased manner while maintaining track of the print Start to read with in a more phrased manner while maintaining track of the print
Yellow	With prompting, often show understanding of a range of familiar and less familiar words and phrases in a story that is read aloud to them.	Interpret a character's motivations in a story or make simple inferences in a non-fiction text they have listened to/read, based on what is said and done.	Recognise and join in with predictable phrases Use the title to make sensible prediction about the content of a book they are going to read.	Notice relationships between one text and others Link what I read or hear to my own experiences	Search for information in print to attempts and confirm new words while reading	Retell, with prompting, some key points of a simple story in the correct sequence.	Follow print with eyes, finger pointing only at points of difficulty Take more note of punctuation to support use of grammar and oral language rhythms Re-read books to build up fluency and confidence in word reading Answer questions using words relating to book structure, such as title, page, line, word, letter, beginning, end, cover.
Blue	Solve new words using print information and understanding of the text to try alternative pronunciations where appropriate	Link events in a book, in order to answer questions about why or how events take place.	Explain a prediction about what might happen next in a book based on personal opinions and experience.	Discuss content of the text in a manner that indicates precise understanding Participate in discussion about what is read to them, taking turns and listening to what others say	Find a specific piece of information in answer to a literal question when looking at a double-page spread.	Manage a greater variety of text genre and become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Move through text attending to print, meaning and sentence structure flexibly Self-correct more often Learn to appreciate rhymes and poems and recite some by heart

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	Re-read to enhance phrasing and clarify precise meaning Draw on what I already know or on background information and vocabulary provided by the teacher			Explain clearly their understanding of what is read to them			
Green	Solve new words using print detail while attending to meaning and syntax Discuss word meanings, linking new meanings to those already known	Participate in discussion about books, drawing simple inferences based on things said and done. With prompts, answer questions about books they have listened to drawing on what they already know, or on background information and vocabulary provided by teacher.	Predict what might happen on the basis of what has been read so far. Recognise and joins in with predictable phrases in a book they have listened to or read.	Discuss the significance of the title and the events Explain their understanding clearly when referring to a book that has been read to them.	Find a specific piece of information in answer to a literal question on a double page spread that includes more text or a mixture of different types of information.	Retell familiar stories which have been read to them and discussed with them.	Read fluently with attention to punctuation Self-correct on-the-run Automatically track additional lines of print visually and without difficulty Manage effectively a growing variety of texts, including non-fiction Use contents page and glossary in non-fiction books and locate information
Orange	Able to find a word in a sentence that has the same meaning as a given word or phrase. Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle.	Infer meaning from text Participate in discussions about books they have listened to or read, making inferences about reasons for events.		Begin to use appropriate terminology when discussing different types of texts Give a personal opinion about an event or character and give a simple justification in a discussion about a story.	Cross-check information from print, meaning, syntax and self-correct on-the-run Demonstrate understanding of simple cause and effect in fiction and non-fiction texts they have read where the link between cause and effect is stated in the text and supported by a picture. Beginning to recognise that some non-fiction books have features that are different from the main text.	Refer to the book to retell main points in the correct sequence.	Get started on fiction after briefer introductions and without relying so heavily on illustrations Examine non-fiction layout and use the contents page to select which sections of a book to read Attend to a greater range of punctuation and text layout Check information in text with illustrations, particularly in non-fiction and comment on content
Turquoise	With support, sometimes identify	Extract meaning from the text while reading	Make a sensible prediction of what might	Monitor own reading, checking and self-	Answer literal or deductive questions about books they	Retell, without visual prompts, recently read stories in correct	Approach different genres with increasing flexibility

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■	specific examples of literary language in texts they have listened to or read, e.g. alliteration. Able to find a word in a page of text that has the same meaning as a given word.	with less dependence on illustrations	happen in a text they have not encountered before and, with support, can justify the prediction on the basis of what has happened so far in the story.	correcting while considering text meaning	have listened to or read, drawing on what they already know, or on background information and vocabulary provided by teacher.	sequence, in response to questions and including approximately four events.	Use punctuation and text layout to read with a greater range of expression and control Sustain reading through longer sentence structures and paragraphs Navigate around alphabetically ordered texts such as indexes, glossaries and dictionaries
Purple	Discuss the meaning of words linking new meanings to known vocabulary Recognise rhymes or alliteration in poems they have listened to or read. Take more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction	Participate in discussions about books they have listened or read, making simple inferences on the basis of what characters do.	Look through a variety of fiction and non-fiction with growing independence to predict content, layout and story development	Understand the books I read and listen to by drawing on what I already know or on background information and vocabulary provided by the teacher With some support, explain and discuss their understanding of books, poems and other material in simple terms.	Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text.	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Discuss the sequence of events and how items of info are related	Adapt to fiction, non-fiction and poetic language with growing flexibility Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax Check that text makes sense as I read and correct inaccurate reading Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Gold	Discuss favourite words and phrases Make more conscious use of reading to extend speaking and writing vocabulary and syntax Discuss and clarify meanings of words, linking new meanings to known vocabulary	Discuss why some events in a story are important and make simple links between items of information. Participate in discussions about books they have listened or read, making inferences on the basis of what is said and done and listening to what others say.	Look through a variety of books with growing independence to predict content and story development and make full use of non-fiction layout	Adapt to fiction, non-fiction and poetic language with growing flexibility Take more conscious account of literary effects used by writers Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Participate in discussion about books, poems and other works that are heard and read, taking turns and listening to what others say Explain and discuss understandings of books, poems	With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately.	Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related.	Read silently or quietly at more rapid pace, taking note of punctuation and using it to keep track of longer

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				and other material, that is heard and read			
White	I use prior knowledge, including context and vocabulary, to understand texts I can comment on word choice e.g. choice of adjective I can discuss the meaning of unknown words and link them to words I know	I can answer questions and make simple inferences I can draw simple inferences from illustrations, events, characters' actions and speech	Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story.	I can talk about and give an opinion on a range of texts I can talk about my favourite words and phrases in stories and poems	I can find recurring language in stories and poems Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher.	I can discuss the sequence of events in books and how they relate to each other I can retell stories, including fairy stories and traditional tales	I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
Lime	I can explain the difference that adjectives and verbs make I can use a dictionary to check the meaning of unfamiliar words	I can start to draw inferences such as inferring a characters' feelings, thoughts and motives from their actions With support, use empathy to help them understand characters and their motivation.	I can predict what might happen based on details I have	Discuss and express views about a wide range of texts they have listened to. I can explain how non-fiction books are structured in different ways and can use them effectively I can explain some of the different types of fiction books (genres I can ask relevant questions to get a better understanding of a text.	I can use non-fiction texts to retrieve information	I can identify the main point of a text I can summarise the basic outline of the text	I can make connections with other texts I have read
Brown	I can use a dictionary to check the meaning of unfamiliar words	I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions	I can predict what might happen based on details I have and discuss various answers	I can discuss the texts that I read	I can identify language features e.g. types of word and how they capture the readers' attention	I can identify the main point of a text	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

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(brown)				I can explain some of the different types of fiction books (genres) I can explain how structure and presentation contribute to the meaning of texts	I can use non-fiction texts to retrieve information	I can identify ideas from more than one paragraph and summarise	I can make connections with other texts I have read
Grey	I can use a dictionary to check the meaning of unfamiliar words I can explain the meaning of words in context I can identify where a writer has used precise word choices for effect to impact on the reader	I can infer meanings and begin to justify them with evidence from the text	I can predict what might happen from details stated and from the information I have deduced	I can discuss and record words and phrases that writers use to engage and impact on the reader I can ask relevant questions to improve my understanding of a text I can build on others' ideas and opinions about a text in discussion	I can identify some of the literary conventions in different texts I can identify some text type organisational features, for example, narrative, explanation and persuasion I can retrieve information from non-fiction texts	I can identify the (simple) themes in texts I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	I can identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action I can justify inferences with evidence
Navy	I can suggest alternative words with similar meanings I can identify how language contributes to meaning	I can use character, feelings, motives, actions and thoughts to infer meaning	I can predict what might happen from what is stated or implied	I can discuss the features of a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are I can identify important ideas, events and characters; and discuss their significance	I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are	I can identify important ideas, events and characters; and discuss their significance I can pick out relevant points in a text .	I can re-read and read ahead to check for meaning I can use more than one source when carrying out research Show an through intonation, tone, volume and action

				I can back up key points using quotes from the text I can ask questions to improve my understanding I can formulate an opinion and give reasoned justification for my views			
Burgundy	I can work out the meaning of words from context	I can justify inferences with evidence from a text including direct quotes	I can make detailed predictions what might happen from what is stated or implied	I can discuss the features of wide range of books and text types, including myths, legends and traditional stories from other cultures I can read books that are structured in different ways (including whole novels) and evaluate how effectively texts are structured and presented I can recognise texts that contain features from more than one text type I know conventions of different styles of writing and suggest how these effect the nature of the story I can compare characters considering different accounts of the same events and discuss viewpoints (both fictional and author viewpoint) I can discuss and evaluate how authors use language, including figurative language,	I can distinguish between statements of fact and opinion I can read non-fiction texts and retrieve / record relevant information from a variety of non-fiction genres	I can identify key points and themes in texts using quotations for illustration I can identify and discuss the conventions in different text types	I read accurately and use strategies to check that I understand

				considering the impact on the reader I can use technical terms when discussing text such as simile, metaphor, imagery, style, effect			
Black							