Reading Progression of Skills at TSS

	Y1	Y2	Y3	Y4	Y5	Y6
Decoding	I can read aloud accurately with pace and expression. Pause at full stops and raise voice for a question. I can re-read if my reading does not make sense. I can recognise and explain why the following are used: capital letters, full stops, questions marks, exclamation marks and ellipses. I can use picture clues to help in reading simple texts. Do you think the character feels happy or sad?	I can self-correct when I have read a sentence incorrectly or don't understand the meaning. I can use a range of decoding strategies. I can read accurately most words of two or more syllables. In age-appropriate books, I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute. In age-appropriate books, I can sound out most unfamiliar words accurately, without undue hesitation. In a familiar book that I can already read accurately and fluently, I can check it makes sense.	I can read out loud fluently and confidently, understanding how to use a range of punctuation. Using commas, question marks and exclamation marks to vary expression. I can use the context of the sentence to help me to read unfamiliar words. Read the rest of the sentence back and see if you can work what that word could mean.	I can read out loud fluently and confidently, understanding how to use a range of punctuation. Using commas, question marks and exclamation marks to vary expression. I can use the context of the sentence to help me to read unfamiliar words. Read the rest of the sentence back and see if you can work what that word could mean.	I can read age-appropriate books with confidence and fluency. Including short novels, stories, plays, poetry, nonfiction and textbooks. I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses. I can respond to more sophisticated punctuation. Can you change your voice for direct speech, pausing for embedded clauses? I can work out the meaning of words from the context. I can work out the pronunciation of homophones, using the context of the sentence.	I can verbalise adverbial phrases as signposts to indicate a change in tone. On the darker side of the mountain… I can read age-appropriate books with confidence and fluency (including whole novels). Including: novels, stories, plays, poetry, nonfiction and textbooks. I can read aloud with intonation that shows understanding.
Vocabulary	I can discuss what new words mean, linking new meanings to those already known. Is this like any other word you know? Does it sound the same? Does it mean	I can discuss and clarify the meaning of words, linking new meanings to known vocabulary. I can identify how vocabulary choice affects meaning. Why is	I can comment on the choice of language to create moods and build tension. Why does the author use short sentences there? Why has that word got its own paragraph? Which	I know how suspense is built up in a story. What does the writer do to create atmosphere? What changes to make the story more suspenseful here? Why	I can evaluate how authors use language, including figurative language, considering the impact on then reader. How does this title engage the reader? Give	I can comment on and explain the writer's use of language features. What effect does using this word have on the story? How does personification lift the poem beyond simply

	the same? Sun; sunset; sunrise I can find rhyming words. Which of these words rhyme? Can you think of another word that the author could have used? I can recognise obvious story language. Once upon a time, big bad wolf… I can spot repeated words in the text and join in with predictable phrases. Can you spot any patterns in this poem? What comes next? Can you join in? I'll huff and I'll puff.	crept a good word to use? Is this like any other word you know? I can identify and comment on vocabulary and literary features. What words do most fairy tales begin with? Is the beginning similar to the ending? I can discuss my favourite words and phrases. Can you find any amazing adjectives? Can you find any powerful verbs? Whay has the author chosen this word? Are there any words you really like?	words does the writer use to build tension? I can discuss words and phrases that capture the reader's interest and imagination. Which adjectives put pictures in our minds here? Are there any words you can spot which you think are effective?	are short sentences used here? I can find and comment on examples of how authors express different moods, feelings and attitudes. Why does the author use this word? What does the character do to show us how she feels? Why is this word so effective? Which word makes us feel…? Can you find words in the text which help the author create mood/effect? I can recognise the use and effect of patterned language in text. What tools does the writer use to describe the snake? (Slimy, slithering – alliteration.)	examples of the words chosen by the author to describe (a character) – are they effective? Does the author have a viewpoint on…? How does s/he show this? How is the writer trying to persuade us here? Is this the truth or an opinion? How do we know? I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose. Is this an effective simile? Why? What image does it put in your head? Which character is described better? Why?	describing an eagle? What other phrases could the writer have used? Why has this metaphor been used? I know how style and vocabulary are linked to the purpose of the text. Which phrase tells us this is persuasive? This word keeps being mentioned: Why? Which words here do you think are the most important? I can evaluate how authors use language, including figurative language, considering the impact on the reader.
Infer	I can make simple inferences by what is being said and done. How is the character feeling? How do you know? What usually happens to baddies in a fairytale story? What usually happens to good characters? Why do authors include pictures?	I can, in a book I am reading independently, make inferences on the basis of what is said and done. Why did (a character) behave in this way? How does the character feel at this point in the story? Can you find clues in the text/illustrations to show me why you think this? I can make inferences about books that are	I can justify inferences with evidence from the text. How do you know the characters are feeling happy? Is there a word to tell us this is a serious issue? I can comment on how characters relate to one another. What does Ellie think of Joe? I can say how I would feel if I was in the character's shoes. How would you feel if	I can justify reasons for my opinion using evidence from the text and my own ideas. Do you think the character made the right decision? Why? I can put together clues from action, dialogue and description to infer meaning. Can you choose a character and say what they felt/thought/did in response to events? How do you know?	I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence. What do you think might happen to the main character and how will they feel about this? What makes you think this? Why did (a character) behave in this way? I can draw information from different parts of the text to infer	I can identify the writer's viewpoint and explain the effect on the reader. What makes this story a morality tale? What is the writer trying to make us think? I can identify and comment on explicit and implicit points of view. Is the writer biased? What do you think the writer thinks? Do you think they are trying to persuade us?

		set in different times and places. Where and when is the story set? Is this story in the past, present or future? Where in the world is the story set in? What makes you think this?	someone did this to you?	What does…tell you about how the character is feeling? How did the characters actions affect the outcome of the story?	meaning. What decision did the character make early on that they might now regret? What has changed since Chapter One? I can infer a character's moods, thoughts, feelings and attitudes using evidence from the text. How can we tell that Chloe is sulking? What makes you think that?	What words/phrases make you think that? I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes. How does the writer create atmosphere?
Predict	I can make simple predictions about the characters and story. What do you think might happen next? Do you think the bears will find Goldilocks? If (a character) does…, what do you think will happen next?	I can, in a book I'm reading independently, predict what might happen on the basis of what I have read so far. Based on the cover/this chapter/section, what do you think the book/next section will be about? Using role play, can you act out what might happen next?	I can justify predictions with evidence from the text. How do you know he's out to hurt someone? How do you know she's planning to have a great time?	I can make predictions with evidence from the text and with knowledge of wider reading. What usually happens in this sort of story? What other stories in this genre end that way? Knowing what you do about (a character/an event), what might happen next? Why do you think this? If the story develops in the way you have predicted, how will (a character) respond? Can you find evidence in the text to explain why you think this?	I can predict what might happen from details stated and implied. What do you think is going to happen? Based on what you know about (a character/event), how do you think the author will develop the story? Is the evidence from the text stated or implied?	I can use detailed knowledge of text types to make reasoned predictions and opinions. Usually, what happens in this sort of genre? Do you think there will be any hurdles to overcome before the finish? I can predict what might happen from details stated and implied. What do you think is going to happen? Based on what you know about (a character/event), how do you think the author will develop the story? Is the evidence from the text stated or implied?
Explain	I can explain my opinions about main events and characters in a story. Who is the goodie? Who is the	I can explain how useful a non-fiction text is for its purpose. How is this book organised? Why has the author used	I can explain the differences between text types in terms of their features. How do we know this is non-	I can explain how the author wants the reader to respond. How does the writer want us to feel? Why has the	I can explain complex narrative plots. How does this character link to the one in Chapter Two? How does the	I can explain my analysis and evaluation of the styles that individual writers and poets use, providing

baddie? Do we like Harry the Bandit? Why? I can explain the difference between fiction and non-fiction. How do we know this is fiction/non-fiction? I can explain how what I read or hear is related to my own experiences, with encouragement. Can you think of a time when you felt like this character? (Lost, happy, sad)	bold/italic words? How clear are the instructions? Is it easy to find the information you need? What are the sub-headings for? Why does the author use a contents/index/glossary page? I can explain links between the book I'm reading and other books I have read. How is this book similar/different to…? What's similar between the events/characters? I can explain my opinion about books I am reading Independently. I can explain why a writer has written a text. What does the writer want us to know? Is there a moral to the story?	fiction? Is this romantic fiction or action adventure? To which genre does this story belong? I can start to explain simple connections between books by the same author. What are Dick King Smith books usually about? What does Roald Dahl like to write about in his children's stories? I can start to explain how some features of the text relate to its historical setting or its social or cultural background. How can you tell the story is set in the past? What objects tell you this story is set elsewhere?	writer used this particular word? I can explain themes and conventions in a wide range of books. What is the genre of this story? How do you know? What is this story about? What is the theme? (Greed, heroism) Are there other stories where there are characters like this?	character change over the course of the book? I can explain ways in which writers present issues and points of view in fiction and non-fiction texts. How many times has the writer mentioned the negative effects of air travel? What is the author trying to make us think? Do we sympathise with the character's viewpoint? I can explain how the openings of particular stories compare and contrast. How is this similar to…? (The setting, character traits, vocabulary and layout.) Which other stories start with flashbacks/dreams… Is this as good as…? Which is better and why?	evidence and justifying my interpretations. I can explain my critical thinking on the overall impact of poetry or prose, with reference to the text. Do the red herrings in Hound of the Baskervilles frustrate, tantalise or disrupt the text? I can explain my critical thinking to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author's solution. Would the story be stronger had the character taken a different course of action? Is the author's solution satisfying?
Retrieve	I can answer straightforward questions about a story. I can find/identify non-fiction text features. Title, labels, captions, pictures and diagrams.	I can find the answers to questions in non-fiction, stories and poems using evidence from the text. Which word tells us how they feel? Where does coffee come from? What happened at the beginning of the story? I can use contents and index to locate	I can find the answers to questions in non-fiction, stories and poems using evidence from the text. I can use a range of organisational features to locate information: labels, diagrams and charts, subheadings. labels, diagrams and charts, subheadings.	I can retrieve and record information from non-fiction. What is the text about? What type of text is it? Which alternative title/subheading could you use? When did (key event) first take place? Who were the key people involved?	I can retrieve information from non-fiction. What evidence do you have to prove this? Find me three facts about…. Where would you look for information on…? How could you use the contents/index/glossary to help?	I can retrieve information from non-fiction. What evidence do you have to prove this? Find me three facts about…. Where would you look for information on…? How could you use the contents/index/glossary to help?

		information. Can you find…?	Can you use the sub-headings to find the information on Tutankhamen? I can use alphabetically ordered texts to find information. Dictionary, Thesaurus, Contents, Index, Encyclopedia.	I can locate and record information using skimming, scanning and text marking. This book is about the Egyptians. Can you find me some information about Tutankhamen? I can use a dictionary to check the meanings of words. Which of the meanings given is the correct one for this context?		I can extract and evaluate relevant information from more complex texts. What two viewpoints are explored? Which comes over more strongly?
Sequence/ Summarise	I can summarise the main events or key points in a text. What happened at the beginning? Middle? End? What is the story about? What happened to Mickey? Why did the author choose this title?	I can re-tell a story, referring to most of the key events, settings and characters. Both familiar (Fairy Stories and Traditional Tales) and unfamiliar stories. What's the main event in this story?	I can retell some of the stories I am familiar with. Fairy stories, Myths and Legends. I can summarise the key idea/main point of a paragraph.	I can summarise the key idea/main point of a paragraph I can summarise the main topics drawn from more than one paragraph. What has happened over the course of these two pages? Can you create a timeline of events? Can you create a character profile using the key information from each paragraph?	I can summarise main ideas, identifying key details and using quotations for illustration. What is the main idea in each paragraph? Which idea is the most important? What happened over the last three pages? You have twenty words: Sum up this paragraph. Make a table/chart to show the information in these paragraphs.	I can summarise main ideas, identifying key details and using quotations for illustration. What is the main idea in each paragraph? Which idea is the most important? What happened over the last three pages? You have twenty words: Sum up this paragraph. Make a table/chart to show the information in these paragraphs.