

## Key Focus Reading Skills Progression

Progression guidance in the National Curriculum	Year 1	Year 2	Year 3/4	Year 5/6
Predicting	Predicting what might happen on the basis of what has been read so far. Discussing the significance of the title and events.	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.
Asking Questions		Answering and asking questions	Asking questions to improve their understanding of a text	Asking questions to improve their understanding of the text ensuring a better understanding the characters and their motivations
Clarifying	Checking that the text makes sense to them as they read and correcting inaccurate reading	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 explaining the meaning of words in context. Using context clues to try and ascertain meaning of unfamiliar vocabulary.
Summarising			Identifying <b>main ideas</b> drawn from more than one paragraph and summarising these.	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

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Making inferences	Making inferences on the basis of what is being said and done.	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 connections	Drawing on what they already know or on background information and <b>vocabulary</b> provided by the teacher.	Drawing on what they already know or on background information and vocabulary provided by the teacher.	Drawing on what they already know or on background information and vocabulary to help deepen understanding of the text.	Drawing on what they already know or on background information, vocabulary and different known texts to help enrich understanding of what they are reading.
Evaluating			Identifying how <b>language, structure and presentation</b> contribute to meaning	Identifying how <b>language, structure and presentation</b> contribute to meaning