



The Eliot Bank and Gordonbrock Schools Federation



ENGLISH - KNOWLEDGE AND SKILLS PROGRESSION MAP

READING (WHOLE-SCHOOL)

Objective Mapping - Reception and Key Stage 1

	Reception	Year 1	Year 2
Vocabulary	<ul style="list-style-type: none"> To build up vocabulary that reflects the breadth of their experiences To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words To use vocabulary and forms of speech that are increasingly influenced by their experiences of books 	<ul style="list-style-type: none"> To discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> To understand and recognise simple recurring literary language in stories and poetry To discuss and clarifying the meanings of words, linking new meanings to known vocabulary
Infer	<ul style="list-style-type: none"> To begin to understand 'why' and 'how' questions To answer 'how' and 'why' questions about their experiences and in response to stories or events 	<ul style="list-style-type: none"> To discuss the significance of the title and events making inferences on the basis of what is being said and done To develop inference through use of pictures 	<ul style="list-style-type: none"> To make inferences on the basis of what is being said and done
Predict	<ul style="list-style-type: none"> To anticipate key events and phrases in rhymes and stories To suggest how a story might end 	<ul style="list-style-type: none"> To predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> To make plausible predictions about what might happen on the basis of what has been read so far
Explain	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> To explain what has happened so far in what he/she has read
Retrieve	<ul style="list-style-type: none"> To describe main story settings, events and principal characters 	<ul style="list-style-type: none"> To develop their knowledge of retrieval through images 	<ul style="list-style-type: none"> To answer and ask questions
Summarise	<ul style="list-style-type: none"> To begin to be aware of the way stories are 	<ul style="list-style-type: none"> To retell familiar stories orally 	<ul style="list-style-type: none"> To discuss the sequence of events in books and

	structured <ul style="list-style-type: none"> To follow a story without pictures or props 	<ul style="list-style-type: none"> To sequence the events of a story they are familiar with 	how items of information are related
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Objective Mapping - Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Vocabulary	<ul style="list-style-type: none"> To understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words To understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech 	<ul style="list-style-type: none"> To maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read To understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context To maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination To understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials 	<ul style="list-style-type: none"> To understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> To understand what he/she reads by identifying how language, structure and presentation contribute to meaning To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Infer	<ul style="list-style-type: none"> To understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and 	<ul style="list-style-type: none"> To understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and 	<ul style="list-style-type: none"> To understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their 	<ul style="list-style-type: none"> To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences

	<p>motives from their actions, and justifying inferences with evidence</p>	<p>motives from their actions, and justifying inferences with evidence clearly taken from the text</p>	<p>actions, and justifying inferences with evidence</p>	<p>with evidence</p>
Predict	<ul style="list-style-type: none"> To understand what he/she reads independently by predicting what might happen from details stated 	<ul style="list-style-type: none"> To understand what he/she reads independently by predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> To understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> To predict what might happen from details stated and implied
Explain	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context To identify how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> To maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book 	<ul style="list-style-type: none"> To explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Retrieve	<ul style="list-style-type: none"> To understand what he/she reads independently by asking questions to improve his/her understanding of a text To retrieve and record information from non-fiction 	<ul style="list-style-type: none"> To retrieve and record information from non-fiction over a wide range of subjects To understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity 	<ul style="list-style-type: none"> To understand what he/she reads by asking questions to improve his/her understanding of complex texts To retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> To ask questions to improve their understanding
Summarise	<ul style="list-style-type: none"> To understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these 	<ul style="list-style-type: none"> To understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these 	<ul style="list-style-type: none"> To summarise main ideas from more than one paragraph, identifying key details which support these 	<ul style="list-style-type: none"> To understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration