


### Reading Progression Ladder 2

	<b>Word meanings (Vocabulary)</b>	<b>Inference</b>	<b>Prediction</b>	<b>Authorial Intent (Explain)</b>
<b>EYFS</b>	See separate progression ladder			
<b>Year 1</b>	*discussing word meanings, linking new meanings to those already known	*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*predicting what might happen on the basis of what has been read so far	/
<b>Year 2</b>	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*making inferences on the basis of what is being said and done *answering and asking questions	*predicting what might happen on the basis of what has been read so far	/
<b>Year 3</b>	*using dictionaries to check the meaning of words that they have read Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet *checking that the text makes sense to them and explaining the meaning of words in context	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*predicting what might happen from details stated and implied	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning

Year 4	<ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> <li>*Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>*checking that the text makes sense to them and explaining the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*discussing words and phrases that capture the reader's interest and imagination</li> <li>*identifying how language, structure, and presentation contribute to meaning</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>*Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>*Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>