


Reading Progression Ladder 3

	Retrieval	Discussing reading	Understanding (Retrieval, summarising and sequencing)
EYFS	See separate progression ladder		
Year 1	<ul style="list-style-type: none"> *Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> *participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading
Year 2	<ul style="list-style-type: none"> *being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> *participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> *discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading
Year 3	<ul style="list-style-type: none"> *retrieve and record information from non-fiction *checking that the text makes sense to them, discussing their understanding 	<ul style="list-style-type: none"> *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> *identifying main ideas drawn from more than one paragraph and summarising these

		*asking questions to improve their understanding of a text	
Year 4	*retrieve and record information from non-fiction *checking that the text makes sense to them, discussing their understanding	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these
Year 5	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Year 6	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding

		own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
--	--	--	---