# Coaley Progression in Reading

| | Vocabulary | Inference | Predict | Explain | Retrieve | Summarise |
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| Year R | Discussing word meaning and linking new meaning to those already known. | Make simple inferences (ie how is he feeling) based on pictures and short texts. | Predict what a character might do next based on pictures and short text. | Discuss the books they have read and identify what they like or didn't like about them. | To be able to answer simple questions about the text they have heard. | Explain briefly what the text was about using the pages/pictures in the book to help. |
| Year 1 | Discussing word meaning and linking new meaning to those already known. | Making inferences on the basis of what is being said and done. | Predicting what might happen on the basis of what has already been read. | Being able to link what they have read or heard to their own experiences. | To be able to answer simple questions drawing on what they know or background information and vocab provided by the teacher. | Explain clearly their understanding of what is read to them. |
| Year 2 | Discussing and clarifying the meaning of words, linking new meaning to known vocab. | Making inferences on the basis of what is being said and done. | Make a plausible prediction about what might happen next on the basis of what has already been read. | Discussing the sequence of books and how items of information are related. Make links between the books they are reading and other books they're read. | To be able to answer written questions drawing on what they know or background information and vocab provided by the teacher. | Explain and discuss clearly their understanding of what is read to them and books read by themselves. |
| Year 3 | Begin to use dictionaries to check the meaning of the words they've read. | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. | Predicting what might happen from details stated and implied. | Identify common themes and conventions in a range of texts (ie good triumphing over evil and magic used in fairy tales.) Considering why certain words were chosen. | To be able to answer written questions using information they have read and using language from the text. | Identify and summarise the main ideas drawn from one paragraph using language from the text. |
| Year 4 | To be familiar with using dictionaries to check the meaning of | Drawing inferences such as inferring characters' feelings, | Predicting what might happen from details stated and implied. | Identify themes and conventions in a range of texts. | To be able to answer written questions using information they | Identifying and summarise main ideas drawn from more than |

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| | the words they've read. | thoughts and motives from their actions, and justifying inferences with evidence. | Begin to use what they know about the conventions of stories to assist with their predictions. | Discussing words/phrases used and considering why they were chosen. identifying how language, structure, and presentation contribute to meaning | have read from a range of texts and using language from the text. Begin to make notes to assist with the answering of questions. | one paragraph using language from the text. |
| Year 5 | Independently using dictionaries to check the meaning of the text they've read. Exploring the meaning for words in context. | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and provide reasoned justifications for their views using evidence from the text. | Predicting what might happen from details stated and implied using what they know about the conventions of stories to support their suggestions. | Identifying and discussing themes and conventions in and across a wide range of writing (eg heroism, loss). Making comparisons within and across books. | Make appropriate notes during reading of a range of texts to assist answering questions. To begin to skim and scan to find key words/phrases to support their answers. | Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas |
| Year 6 | Independently using dictionaries to check the meaning of the text they've read. Exploring the meaning for words in context. | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and provide reasoned justifications for their views using evidence from the text. | Predicting what might happen from details stated and implied using what they know about conventions of a range of genres to support their suggestions. | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (ie identifying simile, metaphor, personification). Identifying how language, structure and presentation contribute to meaning (eg persuasive, informative, explanation). | Make appropriate notes during reading a range of texts to assist answering questions. To be able to skim and scan to find key words/phrases to support their answers. | Provide a succinct summary of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. |