

Reading Progression of Learning

The following reading knowledge and skills are to be taught as part of a learning journey or as a particular focus in guided reading:

Reading Characters	<u>Spotter</u> Retrieval	<u>Clue Finder</u> Inference	<u>Effect Analyser</u> Style and impact	<u>Explorer</u> Themes and comparisons	Decoding
Year 3 Statutory terminology preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	<p>To use their understanding of structure and organisation of fiction and non-fiction texts to locate and retrieve information.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Retelling orally a wider range of familiar stories including fairy tales, myths and legends.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Being able to draw on what they already know or on background information and vocabulary provided by the teacher to predict what might happen or read between the lines.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Answering and asking questions to secure their predictions and inferences.</p>	<p>Being able to discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases; beginning to recognise and comment on some language choices/ effects.</p> <p>Recognising that particular kinds of language are associated with particular text types.</p> <p>Using dictionaries to check the meaning of words they have read.</p>	<p>Talk about their understanding of what they read or hear making links between texts and text types including film.</p> <p>Identifying themes and conventions in a wide range of texts such as the triumph of good over evil or use of magical devices in fairy stories and folk tales.</p> <p>Participating in discussions about fiction, poetry, plays, non-fiction and reference/text books.</p>	<p>The ability to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Begin to read Y3/4 exception words.</p> <p>Reading for a range of different purposes.</p>
Year 4 Statutory terminology	<p>Retrieving and recording information from fiction and nonfiction.</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Drawing inferences such as inferring</p>	<p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Using dictionaries to check the meaning of words they have read.</p>	<p>Commenting on the writer's viewpoint.</p> <p>Identifying the main purpose.</p> <p>Showing increasing familiarity with</p>	<p>Reading further Y3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>

determiner, pronoun, possessive pronoun, adverbial	<p>Using contents pages and indexes to locate information.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Beginning to use some relevant textual reference/quotations to support views.</p>	<p>characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Discussing words and phrases that capture the reader's interest and imagination.</p>	<p>the patterns and structures in a wide range of books, including fairy stories, myths and legends.</p> <p>Participating in discussions about fiction, poetry, plays, non-fiction and reference/text books.</p>	<p>Applying their growing knowledge of root words, prefixes and suffixes as listed in English NC Appendix 1, both to read aloud and to understand the meaning of new words.</p> <p>Preparing readings for performance and showing an understanding through volume, tone, intonation and action.</p>
Year 5 Statutory terminology modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	<p>Discuss their understanding and explore the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Retrieving, recording and presenting information from a range of texts.</p> <p>Summarising the main ideas drawn from more than one paragraph.</p> <p>Using relevant textual reference and/or quotation to support views.</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence, quotations.</p>	<p>How authors use language, including figurative language, to create meaning and impact on the reader.</p> <p>Using appropriate technical terminology to discuss and write about what they hear and read e.g. metaphor, simile, analogy, imagery, style, effect.</p>	<p>Recognising, identifying and discussing themes (e.g. loss, heroism) in a wider range of writing.</p> <p>Identifying and beginning to explain similarities and differences between texts.</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and textbooks.</p>	<p>Reading most word fluently and attempting to decode any unfamiliar words with speed and skill.</p> <p>Applying growing knowledge of root words, prefixes and suffixes.</p> <p>Preparing poems and plays to read aloud and perform.</p>

<p>Year 6</p> <p>Statutory terminology</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>Children will be confident in explaining their understanding of increasingly complex texts.</p> <p>Explaining and discussing their understanding of what they have read.</p> <p>Distinguishing between statements of fact and opinion.</p> <p>Using relevant textual reference and/or quotation to support views.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence, quotations.</p> <p>Developing increasingly confident explanations of the inferences identified.</p>	<p>Identifying and evaluating how language, structure and presentation contribute to meaning.</p> <p>How authors use language, including figurative language, to create meaning and impact on the reader.</p>	<p>Making comparisons within and across books including comparisons of characters, settings and themes.</p> <p>Considering different accounts of the same event and discussing /explaining viewpoints /purposes (both of authors and fictional characters) within a text and across more than one text.</p> <p>Recommending to their peers, books that they have read, giving reasons for their choices and providing reasoned justifications for their views.</p>	<p>Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p> <p>Reading fluently with full knowledge of all Year 5/6 exception words.</p> <p>Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience.</p>
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