

Word Reading				
KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build up fluency and confidence in word reading. Read frequently encountered words quickly and accurately without overt sounding and blending. Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping. Read longer and less familiar texts independently. Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. 	<p>As Year 2 and:</p> <ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-. Use suffixes to understand meanings e.g. -ly, -ous. Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) 	<p>As Year 3 and:</p> <ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. in-, ir-, sub-, inter-, super-, anti-, auto-. Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian, -sion. Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list) 	<p>As Year 4 and:</p> <ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Apply knowledge of prefixes to understand meaning of new words, e.g. dis-, re-, pre-, mis-, over-, -. Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably. Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) 	<p>As Year 5 and:</p> <ul style="list-style-type: none"> Read books at an age appropriate interest level. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation. Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment. Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial. Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list). Use etymology to help the pronunciation of new words.

Reading Progression Map

Outlined below is the progression in Reading. This should be used alongside the English policy and year group schemes of work.



Comprehension

KS1 Prior Learning

Year 3

Year 4

Year 5

Year 6

<ul style="list-style-type: none"> ▪ Identify, discuss and collect favourite words and phrases. ▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. ▪ Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. ▪ Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? ▪ Check that texts make sense while reading and self-correct. ▪ Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. ▪ Explain and discuss their understanding, giving opinions and supporting with reasons ▪ e.g. Hansel was clever when he put stones in his pocket ▪ because... ▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. 	<p>As Year 2 and:</p> <p>Discuss and collect favourite words and phrases which capture the reader's interest and imagination.</p> <ul style="list-style-type: none"> ▪ Explain the meaning of unfamiliar words by using the context. ▪ Use dictionaries to check meanings of words they have read. ▪ Use intonation, tone and volume when reading aloud. Discuss their understanding of the text. ▪ Raise questions during the reading process to deepen understanding e.g. I wonder why the character... ▪ Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text. ▪ Justify responses to the text using the PE prompt (Point + Evidence). Discuss the purpose of paragraphs. Identify a key idea in a paragraph. ▪ Analyse and evaluate texts looking at language, ▪ structure and presentation e.g. persuasive letter, diary 	<p>As Year 3 and:</p> <p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</p> <ul style="list-style-type: none"> ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Use dictionaries to check meanings of words in the texts that they read. ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Justify responses to the text using the PE prompt (Point + Evidence). ▪ Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. 	<p>As Year 4 and:</p> <ul style="list-style-type: none"> ▪ Explain the meaning of words within the context of the text. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▪ Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. ▪ Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. ▪ Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. ▪ Predict what might happen from information stated and implied. ▪ Through close reading of the text, re-read and read ahead to locate clues to support understanding. ▪ Scan for key words and text mark to locate key information. ▪ Summarise main ideas drawn from more than one paragraph and identify key details which support this. 	<p>As Year 5 and:</p> <ul style="list-style-type: none"> ▪ Explain the meaning of new vocabulary within the context. ▪ Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints. ▪ Use a reading journal to record on-going reflections and responses to personal reading. ▪ Explore texts in groups and deepen comprehension through discussion. ▪ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation. ▪ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation. ▪ Predict what might happen from information stated and implied. ▪ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. ▪ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom ▪ Compare characters within and across texts. ▪ Compare texts written in
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	<p>etc.</p>	<ul style="list-style-type: none"> ▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ▪ Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Ewood Park is a worthwhile place to visit because 1/2/3 reasons across a text. ▪ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings. 	<ul style="list-style-type: none"> ▪ Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt – Point + Evidence + Explanation. ▪ Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries. <ul style="list-style-type: none"> ▪ Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, and persuasive speech. 	<ul style="list-style-type: none"> ▪ different periods. Recognise themes within and across texts e.g. hope, peace. ▪ Distinguish between fact or opinion across a range of texts e.g. 1st person account compared with a reported example such as Samuel Pepys' diary and a history textbook. ▪ Skim for gist. Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting. Use a combination of skimming, scanning and close reading across a text to locate specific detail. Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. ▪ Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.
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Develop pleasure in reading and motivation to read/ Maintaining positive attitudes to reading.

KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. ▪ Orally retell a wider range of stories, fairy tales and traditional tales. ▪ Sequence and discuss the main events in stories and recounts. ▪ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports ▪ Recognise the use of repetitive language within a text or poem(e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...). ▪ Learn and recite a range of poems using appropriate intonation. ▪ Make personal reading choices and explain reasons for choices. 	<p>▪ As Year 2 and:</p> <ul style="list-style-type: none"> ▪ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations. ▪ Take part in daily guided reading and weekly home reading sessions, where children have access to a range of texts, including fiction, poetry, plays and non-fiction. ▪ Enjoy listening to a range of texts ▪ Regularly listen to whole novels read aloud by the teacher. ▪ The children listen and enjoy the novel each afternoon. ▪ Read a range of nonfiction texts, e.g. information, discussion, explanation, biography and persuasion. ▪ Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. ▪ Recognise some different forms of poetry e.g. narrative, calligrams, shape poems. Sequence and discuss the main events in stories. ▪ Orally retell a range of 	<p>▪ As Year 3 and:</p> <ul style="list-style-type: none"> ▪ Develop pleasure in reading and motivation to read. ▪ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. ▪ Learn a range of poems by heart and rehearse for performance. ▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ▪ Orally retell a range of stories, including less familiar fairy stories, myths and legends. 	<p>▪ As Year 4 and:</p> <ul style="list-style-type: none"> ▪ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. ▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. ▪ Explore themes within and across texts e.g. loss, heroism, friendship ▪ Make comparisons within a text e.g. characters' viewpoints of same events. ▪ Recommend books to their peers with reasons for choices. ▪ Read books and texts that are structured in different ways for a range of purposes. ▪ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. ▪ Learn a wider range of poems by heart. ▪ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. 	<p>▪ As Year 5 and:</p> <ul style="list-style-type: none"> ▪ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction ▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▪ Independently read longer texts with sustained stamina and interest. Recommend books to their peers with detailed reasons for their opinions. Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform using dramatic effects.

stories, including less familiar fairy stories, fables and folk tales.

- Identify and discuss themes
- e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.
- Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.

Retrieving and recording information from non-fiction

KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
	<p>As Year 2 and:</p> <ul style="list-style-type: none"> ▪ Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▪ Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams. 	<p>As Year 3 and:</p> <ul style="list-style-type: none"> ▪ Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▪ Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. ▪ Record information from a range of non-fiction texts. ▪ Scan for dates, numbers and names. Analyse and evaluate how specific information is organised within a nonfiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. ▪ Explain how paragraphs are used to order or build up ideas, and how they are linked. 	<p>As Year 4 and:</p> <ul style="list-style-type: none"> ▪ Research from a variety of sources and re-present information in a range of ways. 	<p>As earlier Year Groups and:</p> <ul style="list-style-type: none"> ▪ Research from a variety of sources. ▪ Re-present information in a variety of ways- using their own words, understanding the concept of plagiarism. ▪ Revisit all strategies for retrieving and recording information.

Evaluating and discussing texts.

KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<p>Participating in discussion.</p> <ul style="list-style-type: none"> ▪ Participate in discussion about what is read to them, taking turns and listening to what others say. ▪ Make contributions in whole class and group discussion. ▪ Consider other points of view. ▪ Listen and respond to contributions from others. 	<p>Participating in discussion.</p> <ul style="list-style-type: none"> ▪ Share simple opinions about the texts read. ▪ Discuss parts of simple storylines. ▪ Talk about predictions based on texts as they are being read. 	<p>Participating in discussion.</p> <ul style="list-style-type: none"> ▪ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. ▪ Develop, agree on and evaluate rules for effective discussion. ▪ Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups. 	<p>Evaluating the impact of the author's use of language.</p> <ul style="list-style-type: none"> ▪ Explore, recognise and use the terms metaphor, simile, imagery. ▪ Explain the effect on the reader of the authors' choice of language. ▪ Distinguish between statements of fact or opinion within a text. <p>Participating in discussion and debate.</p> <ul style="list-style-type: none"> ▪ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. 	<p>Evaluating the impact of the author's use of language.</p> <ul style="list-style-type: none"> ▪ Explore, recognise and use the terms personification, analogy, style and effect. ▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. <p>Participating in discussion and debate.</p> <ul style="list-style-type: none"> ▪ Participate in discussions about books, building on their own and others' ideas and challenging views courteously.