

Reading Progression Map: Year

Phonics, decoding and word reading

Fluency and reading aloud

Retrieval and fact finding

Inference and understanding

Summarising and sequencing

VIPERS objectives within reading comprehension

Non-Fiction

Poetry and Performance

Writers' choice and readers' opinion

Identifying features and organisation

Comparing and connecting

Reading Progression Map: Reception

<p>Phonics, decoding and word reading</p> <p>Phonics- Recap Phase 1 listening games.</p> <p>Phase 2 -learn to blend and segment simple words:</p> <p>Unit 1: s, a, t, p Unit 2: i, n, m, d Unit 3: g, o, c, k Unit 4: ck, e, u, r Unit 5: h, b, f, ff, l, ll, ss</p>	<p>Phase 3-learn to blend and segment simple words:</p> <p>Unit 6: j, v, w, x Unit 7: y, z, zz, qu Unit 8: ch, sh, th, ng Unit 9: ai, ee, igh, oa, oo, oo Unit 10: ar, or, ur, ow, oi Unit 11: ear, air, ure, er</p> <p>Phase 4 phonics-learn to blend and segment simple words:</p> <p>Unit 12: CVCC, CCVC, CCVCC words</p>	<p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.</p>	<p>Fluency and reading for pleasure</p> <p>Handles books carefully.</p> <p>Listens to and joins in with stories and poems one to one and in small groups.</p> <p>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns the pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently and enjoys an increasing range.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
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Retrieval and understanding

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Inference and prediction

Listen to and talk about stories to build familiarity and understanding.

Vocabulary

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Learn new vocabulary.

Use new vocabulary in different contexts.

National Curriculum References

ELG Literacy ~ Comprehension:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Common Exception and High Frequency Words

Phase 2 Irregular Words: to the no go I into her

Phase 3 Irregular Words: me, be, he, my, by, she, they, we, are, you, all, was, give, live

Phase 4 Irregular Words: said, have, like, so, do, some, come, were, there, little, one, when, out, what

Non-Fiction

Knows that information can be retrieved from books and computers.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Poetry and Performance

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

ELG Literacy ~ Word Reading:

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writers' choice and readers' opinion

Make an opinion about whether they enjoy a book.

Identifying features and organisation

Enjoys rhyming and rhythmic activities.

Beginning to be aware of the way stories are structured.

Shows interest in illustrations and print in books and in the environment.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Shows and awareness of rhyme and alliteration.

Describes main story settings, events and principal characters.

Name and explain different parts of a book e.g. front cover, page, title, back page.

Comparing, connecting, contextualising

Be very familiar with some key stories, including traditional and fairy tales.

Link what he/she reads or hears read to his/her own experiences to support inference and empathy, for example.

Listen to and talk about stories to build familiarity and understanding.

ELG Communication & Language ~ Listening, Attention and Understanding:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Reading Progression Map: Year 1

Phonics, decoding and word reading

To read words with one or more syllable.

Respond speedily, matching all 40+ graphemes to their phonemes (Phase 31)

To read multisyllabic words containing taught letter / sound correspondences.

Read phase 3 common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known GPCs.

To read words containing -s, -es, -ing, -ed and -est endings.

Read phonically decodable texts (at appropriate phase) with confidence and accuracy .

To read words with contractions, e.g. I'm, I'll and we'll.

Read common exception words ('Irregular Words')

Read aloud a phonetically decodable text.

To apply phonic knowledge and skills as the route to decode words.

To blend sounds in unfamiliar words using the GPCs that they have been taught.

Fluency and reading for pleasure

To accurately read texts that are consistent with their developing phonics knowledge, that do not require them to use other strategies to work out words.

To reread texts to build up fluency and confidence in word reading.

Retrieval and understanding

Recognise and join in with predictable phrases

Discuss word meanings, linking new meanings to those already known

Check that the text makes sense to them as they read and correct inaccurate reading.

Talk about the title and predict characters and outcome.

Sequence and retell the events of s story they are familiar with e.g. traditional tales and fairy stories.

Identify the beginning, middle and end of a text / story.

Talk about what I have read with others.

Develop their knowledge of retrieval through images.

Retell familiar stories orally and sequence the events of a story they are familiar with.

To check that a text makes sense to them as they read and to self-correct, or re-read.

To draw on what they already know or on background information and vocabulary provided by the teacher.

Explain clearly their understanding of what is read to them.

Inference and prediction

To begin to make simple inferences through the use of pictures.

Find clues in a text based on what has been said and done.

To predict what might happen on the basis of what has been read so far and begin to justify answers orally.

Comparing, connecting, contextualising

Be very familiar with some key stories, including traditional and fairy tales..

Link what he/she reads or hears read to his/her own experiences to support inference and empathy, for example.

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

National Curriculum References for comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

V5: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently E1: being encouraged to link what they read or hear read to their own experiences

V3: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics V3: recognising and joining in with predictable phrases

V3: learning to appreciate rhymes and poems, and to recite some by heart

V1: discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

V4: drawing on what they already know or on background information and vocabulary provided by the teacher S1: checking that the text makes sense to them as they read and correcting inaccurate reading

S3: discussing the significance of the title and events

I1: making inferences on the basis of what is being said and done

P1: predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others

E3: explain clearly their understanding of what is read to them.

Common Exception and High Frequency Words

To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

Non-Fiction

To engage with non-fiction books, understanding that they concern real life information.

Poetry and Performance

To recite simple poems by heart.

Writers' choice and readers' opinion

Identify narrative language.

Identifying features and organisation

Learn some poems and rhymes by heart.

Recognise and join in with repeated patterns and phrases.

Name and explain different parts of a book e.g. front cover, page, title, back page, blurb.

Vocabulary

To identify and discuss word meaning and link new meanings to those already known.

Find words with similar meanings.

Reading Progression Map: Year 2

Phonics, decoding and word reading

Recognise and read alternative sounds for graphemes.

Read accurately words of two or more syllables that contain the same GPC's as above.

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has been embedded and reading is fluent.

Read words containing common suffixes.

Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.

To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

To accurately read most words of two or more syllables.

Fluency and reading for pleasure

Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.

To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without due hesitation.

To reread these books to build up fluency and confidence in word reading.

I chose to read different books and enjoy sharing them.

I am able to explain what types of books I like and dislike and why.

Retrieval and understanding

Locate information using contents and index

Recount main themes and events by showing understanding of the text.

To check that the text makes sense to them as they read and correct inaccurate reading.

To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.

Retell a range of stories, traditional tales and fairy stories which shows a good understanding of the sequence of events.

Asking and answering retrieval questions.

Discuss the sequence of events in books and how items of infor-

Inference and prediction

Discussing the significance of the title and events.

To make inferences on the basis of what is being said and done.

To predict what might happen on the basis of what has been read so far in a text.

Vocabulary

To discuss and clarify the meanings of words, linking new meanings to known vocabulary.

To discuss their favourite words and phrases.

Begin to use dictionaries to check the meaning of words with support and discuss how this fits into the text.

National Curriculum References for comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

V1: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

S1: discussing the sequence of events in books and how items of information are related

S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales E1/3: being introduced to non-fiction books that are structured in different ways

V3: recognising simple recurring literary language in stories and poetry

V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary V2: discussing their favourite words and phrases

S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Common Exception and High Frequency Words

To read all Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

Non-Fiction

To recognise that non-fiction books are often structured in different ways.

Poetry and Performance

Retell orally key stories (a range, including fairy stories and traditional tales) using narrative language.

Use punctuation to vary pace and expression when reading aloud eg pauses at full stops, asks questions with different intonation.

To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

V2: drawing on what they already know or on background information and vocabulary provided by the teacher R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading

I1/2: making inferences on the basis of what is being said and done

R1/2: answering and asking questions

P1/2: predicting what might happen on the basis of what has been read so far

I3/R5: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writers' choice and readers' opinion

Discuss books, poems and other works that are read aloud and independently, expressing opinions and listening to others' opinions e.g. plot, settings, characters.

Identifying features and organisation

Discuss the sequence of events in books (and other texts) and how items of information are related.

Identify a sequence of events in a book.

Identify and use the structure of non-fiction books.

Comparing, connecting, contextualising

To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.

To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.

To discuss the sequence of events in books and how items of information are related.

To recognise simple recurring literary language in stories and poetry.

To ask and answer questions about a text.

To make links between the text they are reading and other texts they have read (in texts that they can read independently).

Reading Progression Map: Year 3

Phonics, decoding and word reading

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

To use their phonic knowledge to decode quickly and accurately (may still need support to read longer words).

To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.

To apply their growing knowledge of root words and suffixes / word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.

Fluency and reading for pleasure

I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.

I can discuss books written by a familiar author.

I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.

Retrieval and understanding

Check that the text is meaningful.

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.

Understand what the purpose of summarising is.

Identify and summarise main ideas in a text.

Retell a wider range of stories orally e.g. fairy stories, myths and legends.

Retrieve and record information from a fiction text.

Inference and prediction

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, beginning to justify these inferences with evidence.

Make predictions based on evidence from the text and begin to explain how this supports your prediction

Vocabulary

To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

To discuss authors' choice of words and phrases that capture the readers' interest and imagination and begin to explain why.

Use dictionaries to check the meaning of words.

National Curriculum References (to be used within VIPERS lessons)

E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read

E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

V2: discussing words and phrases that capture the reader's interest and imagination

E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]

V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context

Common Exception and High Frequency Words

To begin to read Y3 / Y4 exception words.

Non-Fiction

To retrieve and record information from non-fiction texts.

Poetry and Performance

To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.

To begin to use appropriate intonation and volume when reading aloud.

I3: asking questions to improve their understanding of a text

I2/3: 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

Writers' choice and readers' opinion

Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.

Identifying features and organisation

Begin to recognise some of the literary conventions in text types covered.

Identify common themes in a wide range of books.

Recognise different forms of poetry.

Use the structure of a non-fiction book to retrieve information.

Comparing, connecting, contextualising

Begin to recognise themes in text types covered.

To recognise, listen to and discuss a wide range of fiction, poetry, plays non-fiction and reference books or textbooks.

To use appropriate terminology when discussing texts (plot, character, setting).

Compare texts that are structured in different ways.

Participate in discussions about both books that are read to them and those they can read them selves.

S1: identifying main ideas drawn from more than one paragraph and summarising these

R5: retrieve and record information from non-fiction

E1/2/3: 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

Reading Progression Map: Year 4

<p>Phonics, decoding and word reading</p> <p>Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5, 6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p>		<p>Fluency and reading for pleasure</p> <p>I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>I can talk about books by a familiar author and explain why I like or dislike them.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p>	
<p>Retrieval and understanding</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.</p> <p>Explore the meaning of unfamiliar words and idiomatic and figurative language, e.g. by using meaning-seeking strategies.</p> <p>Retrieve relevant information by skimming and scanning, taking notes etc</p> <p>Distinguish between statements of fact and opinion.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retell a wider range of stories orally e.g. fairy stories, myths and legends.</p>	<p>Inference and prediction</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>Vocabulary</p> <p>To check a text makes sense using an understanding of the words in context and explain it.</p> <p>To discuss authors' choice of words and phrases that capture the readers' interest and imagination and begin to explain why.</p> <p>Confidently use dictionaries to check the meaning of words and a thesaurus to find words of similar meaning.</p> <p>Within wider reading, identify topic specific vocabulary and explore the meaning.</p>	<p>National Curriculum References for comprehension</p> <p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read</p> <p>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>V2: discussing words and phrases that capture the reader's interest and imagination</p> <p>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context</p> <p>I3: asking questions to improve their understanding of a text</p> <p>I2/3: 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</p> <p>S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction</p> <p>E1/2/3: 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.</p>
<p>Common Exception and High Frequency Words</p> <p>To read all Y3 / Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Non-Fiction</p> <p>To use all of the organisational devices available within a non-fiction text to retrieve record and discuss information.</p>	<p>Poetry and Performance</p> <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	
<p>Writers' choice and readers' opinion</p> <p>Identify, comment (with consideration of impact) and back up views on writer's craft, including figurative language, grammatical features, text structure e.g. the use of short sentences to build tension.</p> <p>Explain a personal point of view (e.g. about organisation, presentation, writers choice) giving reasons and evidence from text for their view.</p>	<p>Identifying features and organisation</p> <p>Read books (and other texts) that are structured in different ways.</p> <p>Identify and discuss the conventions of different text types.</p> <p>Recognise texts that contain features from more than one text type.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Recognise different forms of poetry (narrative and free verse).</p> <p>Understand how language, structure and presentation add meaning to text.</p>	<p>Comparing, connecting, contextualising</p> <p>Listen to, discuss and compare a range of texts - narrative, non-fiction and poems - at a level beyond that at which he/she can read independently.</p> <p>Link what he/she reads or hears read to his/her own experiences to support inference and empathy, for example.</p> <p>Read and discuss a range of books, including myths, legends and traditional stories, modern fiction, fiction from his/her literary heritage and books from other cultures and traditions.</p> <p>Compare and contrast books (and other texts): within and across texts (including by different authors who may have different views and comparison of different versions).</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To identify how language, structure and presentation contribute to meaning.</p>	

Reading Progression Map: Year 5

Phonics, decoding and word reading

Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5, 6 list) to read aloud and to understand the meaning of unfamiliar words.

To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.

To apply their growing knowledge of root words, prefixes and suffixes / word endings, including -sion, -tion, -cial, -tial, -ant /-ance /-ancy, -ent /-ence /-ency, -able /-ably and -ible /-ibly, to read aloud fluently.

Use the syntax and semantics which surround a new word to support their understanding of its meaning – read around the word.

Fluency and reading for pleasure

I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays, non-fiction books) to read for a range of purposes.

I can read a wide range of books, including myths, legends and traditional tales, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

I can select and read books written by a favourite author.

I can recommend and comment positively on texts that I have read.

Retrieval and understanding

Check that the book is meaningful and discuss what has been understood.

Retrieve, record and present information from more than one source of non-fiction eg. when carrying out research.

Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.

Make notes from text marking.

Use skimming and scanning techniques to quickly locate key words / phrases to aid in summarising and comprehension.

Inference and understanding

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

To make predictions based on details stated and implied, justifying them in detail with evidence from the text.

Vocabulary

To discuss vocabulary used by the author to create effect including figurative language.

To evaluate the use of authors' language and explain how it has created an impact on the reader.

Distinguish between statements of fact and opinion with evidence.

Understand, explore and explain the meaning of words in context with growing independence across all texts.

Explore the meaning of words in context eg. by using meaning-seeking strategies.

National Curriculum References for comprehension

R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S2: reading books that are structured in different ways and reading for a range of purposes

R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices

S3: identifying and discussing themes and conventions in and across a wide range of writing S2: learning a wider range of poetry by heart

E3: making comparisons within and across books

S2: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Common Exception and High Frequency Words

To read most Y5 / Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Non-Fiction

To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

Poetry and Performance

To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.

I1/2: asking questions to improve their understanding

I1/2: 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

Writers' choice and readers' opinion

Identify and comment on writer's use of language for effect eg. precisely chosen adjectives, similes and personification.

Identify and comment on grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader.

Explain a personal point of view, giving reasons for his/her view using evidence from the text, linking to wider contextual knowledge.

Identifying features and organisation

Understands the features of different texts.

Comments on why texts have been structured in different ways.

Retrieve, record and present information from non-fiction texts.

Comparing, connecting, contextualising

To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.

To 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.

To identify main ideas drawn from more than one paragraph and to summarise these.

Compare themes and conventions across a wide range of genres and asking comparisons within and across books.

Making comparisons against other books they have read and recommendations based on their viewpoint.

S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning

V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E5: distinguish between statements of fact and opinion

E8: retrieve, record and present information from non-fiction

S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'

Reading Progression Map: Year 6

Phonics, decoding and word reading

Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5, 6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.

To read fluently and with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes / word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.

Use the syntax and semantics which surround a new word to support their understanding of its meaning – read around the word.

Fluency and reading for pleasure

I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays, non-fiction books) to read for a range of purposes.

I can read a wide range of books, including myths, legends and traditional tales, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

I can select and read books written by a favourite author.

I can recommend authors and texts to others and give reasons for my choices.

Retrieval and understanding

Check that the book is meaningful and discuss what has been understood.

Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.

Retrieve relevant information by skimming and scanning, taking notes /

Distinguish between statements of fact and opinion.

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.

Independently use skimming and scanning techniques to quickly locate key words / phrases to aid in summarising and comprehension.

Inference and understanding

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

Justify inferences with evidence from the text. Develop explanations to justify inference.

To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).

Use evidence from the text to support my decisions and explain how this evidence supports my view points.

To make predictions based on details stated and implied, justifying them in detail with evidence from the text.

To discuss how characters, change and develop through texts by drawing inferences based on indirect clues.

Comparing, connecting, contextualising

Listen to and discuss a range of texts - narrative, non-fiction and poems - at a level beyond that at which he/she can read independently.

Link what he/she reads or hears read to his/her own experiences to support inference and empathy, for example.

Compare and contrast books (and other texts): within and across texts (including by different authors who may have different views and comparison of different versions).

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

To recognise more complex themes in what they read to explain and discuss their understanding of what they have read, using notes where necessary.

To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.

To compare characters, settings and themes within a text and across more than one text.

National Curriculum References for comprehension

R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

S2: reading books that are structured in different ways and reading for a range of purposes

R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices

S3: identifying and discussing themes and conventions in and across a wide range of writing S2: learning a wider range of poetry by heart

E3: making comparisons within and across books

S2: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context I1/2: asking questions to improve their understanding

I1/2: 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

S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning

V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E5: distinguish between statements of fact and opinion

E8: retrieve, record and present information from non-fiction

S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'

Common Exception and High Frequency Words

To read all Y5 / Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Non-Fiction

To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science texts) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

Writers' choice and readers' opinion

Identify, comment (with consideration of impact) and back up views on writer's craft, including figurative language, grammatical features, text structure e.g. the use of short sentences to build tension.

Explain a personal point of view (e.g. about organisation, presentation, writers choice) giving reasons and evidence from text for their view.

Identifying features and organisation

Read books (and other texts) that are structured in different ways.

Identify and discuss the conventions of different text types.

Recognise texts that contain features from more than one text type..

Compare structures of different texts and comment on their effectiveness and how the structure of texts supports and guides the reader.

Vocabulary

Understand, explore and explain the meaning of words in context with growing independence across all texts.

Discuss the vocabulary and phrases chosen by authors and its intended impact on the reader.

Use evidence to explain how authors' use of language impacts on the reader.

Explore the meaning of unfamiliar words and idiomatic and figurative language, e.g. by using meaning-seeking strategies.