



**PROGRESSION MAP**

**READING**

**RANGE OF OPPORTUNITIES**

- To share a wide range of quality texts through whole class shared and guided reading
- Read, listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference and textbooks
- Read books that are structured in different ways and read for a range of purposes
- Increase familiarity with a wide range of books, including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- To use books to support the teaching of topics and to generate discussion
- To give opinions/thoughts on fiction, non-fiction and poetry
- To be able to identify different text types using their features
- To discuss the meaning of texts and new vocabulary
- To use VIPERS to show comprehension of texts in a variety of ways
- To share, review and recommend books with other children eg Book Flix displays, Book Clubs, Y6 Reading Buddies
- Children enjoy sharing their class book with their teacher on a regular basis
- Children in Year 3 to continue to receive phonics which is progressed from KS1 where they are not able to decode fluently

	Year 3	Year 4	Year 5	Year 6
Quality Texts	Gorilla, The Tunnel; Stone Age Boy The Street Beneath our Feet; Celts, Romans (Usborne); Charlie and the Chocolate Factory; The Trouble with Boys; The Lost Happy Endings; Baba Yaga; The Boy who Biked the World; Dear Earth; The Tin Forest; Harley Hitch; The Iron Man	George's Marvellous Medicine; There's a pharaoh in our bath; Why the Whales Came; Odd and the Frost Giants; Amy Gets Eaten; Dominic's Discovery	Charlotte's Web; Harry Potter and the Philosopher's Stone; Clockwork; The Explorer	Kensuke's Kingdom; Goodnight Mr Tom; Boy in the Tower

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	Year 3	Year 4	Year 5	Year 6
<b>Decoding and Fluency</b>	Use a range of strategies to read age-appropriate texts.		Use a range of strategies to read a wide range of texts accurately and fluently.	
	<p>Know unusual phoneme/ grapheme correspondences.</p> <p>Read most words automatically including many Y3/4 further exception words.</p>	<p>Note unusual correspondences between spelling and sounds and where these occur in words.</p> <p>Read most words automatically including all Y3/4 further exception words and words containing Y3/4 prefixes and suffixes.</p> <p>Know how to word ‘problem solve’ by breaking unfamiliar words in different ways and quickly combining to read and understand. Including: noticing root words, prefixes, suffixes (re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, -tion, -sion, -ssion, -cian); using syllable boundaries.</p>	<p>Focus on all the letters in a word (to avoid inaccuracies eg. Reading ‘invitation’ for ‘imitation’ because it’s more familiar.</p> <p>Read most words automatically including many Y5/6 further exception words.</p> <p>Use what they know about similar words to help them pronounce and understand the meaning of unfamiliar words.</p>	<p>Pay close attention to the whole word.</p> <p>Read most words automatically including all Y5/6 further exception words and words containing Y5/6 prefixes and suffixes.</p> <p>Quickly recognise and be able to pronounce a wider range of prefixes and suffixes including -fer, -ance, -ancy, -ent, -ence, -ency, -ible, -able.</p>
	<p>Develop reading fluency by independently re-reading text that required some slow decoding or when the text doesn’t make sense to them.</p> <p>Use a wider range of punctuation to read texts at a good pace, with appropriate intonation and expression. Read silently most of the time.</p>	<p>Develop reading fluency by re-reading parts of text to improve pace, expression and intonation.</p> <p>Use a growing awareness of audience and purpose to read with appropriate expression and intonation when reading aloud.</p>	<p>Develop reading fluency by reading smoothly and accurately with appropriate expression and intonation that matches their interpretation of the text.</p>	<p>Develop reading fluency by reading a wide range of text accurately and at pace; controlling their tone, pitch, pace and volume to create atmosphere.</p>

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	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	<p>Check that the text makes sense to them and discuss their understanding.</p> <p>Explain the meaning of words in context.</p> <p>Ask questions about words, phrases or sections they do not understand.</p> <p>Know how to use the quartiles of the dictionary to locate and find out the meaning of unfamiliar words they have read.</p>	<p>Use knowledge of spelling rules (prefixes and suffixes) to suggest what new vocabulary might mean.</p> <p>Explain the meaning of words in context. Identify context clues in the text with support.</p> <p>Ask questions to improve their understanding of the text.</p> <p>Be able to use the third and fourth place to locate words quickly in a dictionary to check the meanings of words they have read.</p>	<p>Begin to use knowledge of synonyms and word families to suggest what new vocabulary might mean.</p> <p>Begin to use context clues in the text independently to suggest what new vocabulary might mean.</p> <p>Use a dictionary to check a suggested meaning and consider which definition is the most relevant to the context.</p>	<p>Use knowledge of synonyms, antonyms and word families to suggest what new vocabulary might mean.</p> <p>Use context clues in the text to suggest what new vocabulary might mean.</p> <p>Use dictionaries confidently and efficiently to locate information about words met in reading and to identify the most appropriate meaning of a word from alternative definitions.</p>
	Explain the meaning of words in context and why authors use certain words.		Explain the meaning of words in context and discuss the effect on the reader.	
<b>Inference</b>	<p>Read between the lines to interpret meaning.</p> <p>Use clues from action, description or dialogue to help establish meaning.</p> <p>Draw inferences about characters' feelings and thoughts.</p>	<p>Read between the lines to interpret meaning.</p> <p>Use clues from action, description or dialogue to help establish meaning.</p> <p>Draw inferences about characters' feelings and thoughts, justifying these with evidence.</p>	<p>Use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the text.</p> <p>Draw inferences about characters' feelings and thoughts and motives, justifying these with evidence.</p>	<p>Infer and deduce based on evidence drawn from different points in the text and wider experiences.</p> <p>Draw inferences about characters' feelings and thoughts and motives, justifying these with evidence.</p> <p>Identify and discuss implicit and explicit points of view in texts, referring back to the text to support thoughts and ideas.</p>

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Prediction	Make simple predictions to suggest what might happen next in a text.	Predict what might happen next in a text based on evidence from what they have read so far.  Explore potential alternatives that could have occurred in texts eg. A different ending.	Make predictions based on details stated within the text, using evidence to support their viewpoint.  Explore potential alternatives that could have occurred in texts, referring back to the text to justify their ideas.	Predict what might happen from details stated and implied within the text.  Use evidence from the text to support their viewpoint.
Explanation	Explain how and why characters act in certain ways.  Identify the language the author has chosen to use to capture the reader's interest and imagination, create images, build mood and tension.  Identify the main purpose of the text and show awareness of the writer's viewpoint.	Explain different characters' points of view.  Identify the author's choice of language and its effect on the reader in non-fiction texts.  Identify the effects of different words and phrases on the reader to create different images and atmosphere.	Explain a characters' motives throughout a text.  Discuss and evaluate how the writer's language choices contribute to the overall effect on the reader.  Give some detailed explanations of how language is used eg. Use of irony, sarcasm, figurative language.	Explain a characters' motives throughout a text and use evidence from the text to support opinions.  Explain how meaning is enhanced through the author's choice of language and justify with reference to the text.  Show appreciation of how the writer's language, including figurative language (simile, hyperbole etc), structure and presentation contribute to the overall effect on the reader.
Retrieval	Retrieve and record specific information from fiction and non-fiction texts.  Begin to skim read texts to search for key words in retrieval questions.	Retrieve and record specific information from fiction and non-fiction texts.  Skim read texts to gather the general impression of what has been written and find answers to specific questions.	Scan, retrieve and record specific information from fiction and non-fiction texts.  Skim and scan to identify key ideas in a text.	Scan, retrieve and record specific information from fiction and non-fiction texts.  Confidently skim and scan to identify key ideas in a text and in non-fiction text to speed up research.
Summarise	Identify the main point from a paragraph.	Identify main ideas drawn from a text and summarise these.	Summarise main ideas from more than one paragraph/a whole chapter, referring back to the text to support or clarify.	Summarise the main ideas from a range of texts and make comparisons within and between texts, identifying themes and conventions.

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	Year 3	Year 4	Year 5	Year 6
Discussing reading	<p>Participate in discussion about both books that are read to them and those they can read for themselves (fiction, non-fiction, plays and poetry), taking turns and listening to what others say.</p> <p>Identify differences between a wider range of non-fiction and reference texts.</p> <p>Make choices about books they read by expressing preferences and comparing texts.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves, sharing their opinions about texts and authors.</p> <p>Identify similarities and differences between texts or versions of texts with some explanation.</p> <p>Make choices about books they read by expressing preferences and comparing texts.</p>	<p>Explain and discuss their understanding of what they have just read, providing reasoned justifications for their views and challenging others' views courteously.</p> <p>Compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes.</p> <p>Distinguish between fact and opinion.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p>	<p>Explain and discuss their understanding of what they have just read, providing reasoned justifications for their views and challenging others' views courteously, including through formal presentations and debates.</p> <p>Comment on the success of a text, in relation to others, providing evidence that refers to the language, theme and style, structure and presentation.</p> <p>Evaluate relationships between characters, referring back to the text to support thoughts and judgements.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p>

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