

Shadsworth Junior School
Reading Progression Document

Decoding				
KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<p>*secure phonic decoding until reading is fluent</p> <p>*read accurately by blending, including alternative sounds for graphemes</p> <p>*read multisyllable words containing these graphemes</p> <p>*read common suffixes</p> <p>*read exception words, noting unusual correspondances</p> <p>*read most words quickly & accurately without overt sounding and blending</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>
Range of Reading				
KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<p>*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</p>	<p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p>	<p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p>	<p>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p>	<p>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p>

Familiarity with texts

KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<p>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>*recognising simple recurring literary language in stories and poetry</p>	<p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>*identifying themes and conventions in a wide range of books</p>	<p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>*identifying themes and conventions in a wide range of books</p>	<p>*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</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>*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</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p>

Poetry & Performance

KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<p>*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p>	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p>	<p>*learning a wider range of poetry by heart</p> <p>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</p>	<p>*learning a wider range of poetry by heart</p> <p>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</p>

Understanding

KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<p>*discussing the sequence of events in books and how items of information are related</p> <p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>*asking questions to improve their understanding of a text</p> <p>*identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>*asking questions to improve their understanding of a text</p> <p>*identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>

Inference

KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Prediction

KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied

Authorial Intent

KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> *discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> *discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> *identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> *identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Non-fiction

KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> *being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> *retrieve and record information from non-fiction 	<ul style="list-style-type: none"> *retrieve and record information from non-fiction 	<ul style="list-style-type: none"> *distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> *distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction

Discussing reading

KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> *participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views 	<ul style="list-style-type: none"> *recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views