

Skills Progression Map: Reading

	Y3	Y4	Y5	Y6
Word Recognition	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Cope with the more usual phonic rules and have a fair knowledge of the most commonly known vowel and vowel/consonant digraphs. Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word. Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian both to read aloud and to understand the meaning of new words they meet. Know the alphabet, and apply their knowledge of alphabetical order when consulting simple dictionaries and other reference books. Know how to find books they need or want in a library. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word. Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Apply their growing knowledge of root words, prefixes and suffixes/word endings, to help with the understanding the meaning of new words they meet. Read a range of books fluently and accurately. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. 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, both to read aloud and to help with the understanding the meaning of new words they meet. Read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Use further prefixes and suffixes and understand the guidance for adding them. Read fluently with full knowledge of all Y5/Y6 exception words, prefixes, suffixes/word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Comprehension	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Respond and express opinions about books they have read, as well as books they have been read to them, including fiction, poetry, plays, non-fiction and reference books or textbooks, using appropriate terminology when discussing texts (plot, character, setting). Read books that are structured in different ways and read for a range of purposes. Increase their familiarity with a wide range of books, including fairy tales, myths, legends, and retell some of these orally. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Further increase their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally. Use a variety of strategies to establish word meaning, discussing words and phrases that capture the reader's interest and imagination. Investigate how settings and characters are built up as well as identifying themes and conventions. Follow the gist of a story or shorter narrative passage as to be able to recount it and discuss it, expressing preferences and exploring narrative order. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Maintain positive attitudes to reading and the understanding of what they have read. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying the characteristics of these (such as the use of the first person in writing diaries and autobiographies) as well as the differences between text types. Read books that are structured in different ways and read for a range of purposes. Increase their familiarity with a wide range of books, including myths, legends and 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they have read, having formed the habit of voluntary and sustained reading for pleasure and information. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Continue to read books that are structured in different ways and read for a range of purposes.

<ul style="list-style-type: none"> iv. Ask questions to improve their understanding of the text, including some simple inference questions based on characters' feelings, thoughts and motives. v. Use dictionaries to check the meaning of words that they have read, considering how these words capture the readers' interest and imagination. vi. Make predictions based on what has been read, justifying these with evidence from the text. vii. Have sufficient fluency and motivation to become engrossed in books because of the interest and enjoyment they derive from them. viii. Read a range of simple texts (narrative and information) accurately and independently, drawing inferences and justifying opinions. ix. Begin to scan a text to look for main facts. x. Identify main ideas drawn from more than one paragraph. xi. Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context. xii. Consider how language, structure and presentation contribute to meaning. xiii. Use some books as sources of information to support aspects of their work in the classroom, using contents, index, headings, sub-headings, bibliographies, etc. xiv. Recognise some different forms of poetry. xv. Prepare poems and play scripts to read aloud and to perform making use of intonation, tone, volume and action. 	<ul style="list-style-type: none"> v. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. vi. Predicting what might happen from details stated and implied. vii. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. viii. Read books that are structured in different ways and read for a range of purposes. ix. Identify how language, structure and presentation contribute to meaning. x. Refer to authorial style, overall themes (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). xi. Interpret non-verbal information, such as maps, signs and symbols, associated with the texts they read. xii. Identify themes and conventions in a wider range of books. xiii. Identify main ideas drawn from more than one paragraph and summarise these. xiv. Retrieve and record information from non-fiction, using all of the organisational devices available. xv. Ask questions to improve their understanding of the text. xvi. Follow a series of written instructions. xvii. Be able to scan a text to look for main facts. xviii. Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context. xix. Discussing words and phrases that capture the reader's interest and imagination. xx. Recognise some different forms of poetry (e.g. free verse or narrative poetry). xxi. Prepare poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action. 	<p>traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions.</p> <ul style="list-style-type: none"> v. Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously. vi. Recommend books that they have read, giving reasons for their choices. vii. Read and respond to a range of texts showing understanding of significant ideas, themes, events and characters. viii. Discuss and evaluate how authors use language, considering the impact on the reader (including figurative language). ix. Identify how language, structure and presentation contribute to meaning. x. Discuss themes across a wide range of writing, making comparisons within and across books. xi. Predict what might happen from details stated and implied. xii. Make comparisons within and across books. xiii. Ask questions to improve understanding. xiv. Provide reasoned justifications for their views. xv. Summarise the main ideas drawn from more than 1 paragraph, identifying key details. xvi. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text. xvii. Identify how language, structure and presentation contribute to meaning, exploring the meaning of words in context. xviii. Discuss and evaluate how authors use language considering the impact on the reader. xix. Further develop skimming and scanning skills to locate relevant information. 	<ul style="list-style-type: none"> iv. Further increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions. v. Recommend books that they have read to their peers, giving reasons for their choices. vi. Recognise more complex themes in what they read (such as loss or heroism). vii. Read critically, distinguishing fact from opinion, showing that they are able to use inference and deduction more accurately. viii. Continue to draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. ix. Be able from a text to draw inferences, predictions, and form judgements, as well as beginning to identify key features, themes and characters, selecting sentences, phrases and relevant information to support their views. x. Identify and discuss themes and conventions in and across a wide range of texts. xi. Consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters). xii. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. xiii. Further identify how language, structure and presentation contribute to meaning. xiv. Further discuss and evaluate how authors use language, considering the impact on the reader and how it is used for effect, using such terminology as metaphor, simile, analogy, imagery, style and effect. xv. Distinguish between the literal and the figurative and its impact on the reader. xvi. Further predict what might happen from details stated and implied.
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