

Progression in Reading: Whiteheath Junior School

		Year 3	Year 4	Year 5	Year 6
Reading	Word Reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> continue to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Pupils should be taught to:</p> <p>(Progression is through more advanced language which is appropriate to the age range)</p> <ul style="list-style-type: none"> apply their growing knowledge of more root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<p>Pupils should be taught to:</p> <p>(Progression is through more advanced language which is appropriate to the age range)</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

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Reading					
	Comprehension	<ul style="list-style-type: none"> • Pupils should be taught to: • develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are • structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> • Pupils should be taught to: • (Progression is through the level and type of book that is suited to Year 4) • Continue to develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks which progress from year 3 by ensuring higher lexile levelling to develop vocabulary, stamina and complexity of text. • reading books that are • structured in different ways and reading for a range of purposes which progress from year 3 by ensuring higher lexile levelling to develop vocabulary, stamina and complexity of text. • • using dictionaries to check the meaning of words that they 	<ul style="list-style-type: none"> • Pupils should be taught to: • (Progression is through the level and type of book that is suited to Year 5) • maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks which progress from year 4 by ensuring higher lexile levelling to develop vocabulary, stamina and complexity of text. • reading books that are • structured in different ways and • reading for a range of purposes which progress from year 3 by ensuring higher lexile levelling to develop vocabulary, stamina and complexity of text. • increasing their familiarity with a wide range of books, including 	<ul style="list-style-type: none"> • Pupils should be taught to: • (Progression is through the level and type of book that is suited to Year 6) • Continue to maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or • textbooks which progress from year 5 by ensuring higher lexile levelling to develop vocabulary, stamina and complexity of text • reading books that are • structured in different ways and • reading for a range of purposes which progress from year 3 by ensuring higher lexile levelling to develop vocabulary, stamina and complexity of text. • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and

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			<p>have read and using these words in a wider context.</p> <ul style="list-style-type: none">• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally using more age appropriate vocabulary, more attention given to the components of fluency and complexity of the narrative.	<p>myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>	<p>books from other cultures and traditions using more age-appropriate vocabulary, more attention given to the components of fluency and complexity of the narrative.</p> <ul style="list-style-type: none">•
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Reading	Comprehension continued	<ul style="list-style-type: none"> 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 discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry (e.g. free verse, narrative poetry) understand what they read, in books they can read independently, by: 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 	<ul style="list-style-type: none"> identifying themes and conventions in a wide range of books and discuss these in greater depth preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action which leads to improved fluency and the ability to critique others' fluency discussing words and phrases that capture the reader's interest and imagination and how these could be improved or changed to create different meaning recognising some different forms of poetry (e.g. free verse, narrative poetry) that build on from year 3 in terms of complexity and more complex meaning. understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing 	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart 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 understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. The vocabulary should be more advanced than in year 4. Asking more complex questions to improve their understanding and to delve further into the 	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices and being able to elaborate on these choices in terms of structure, language and content identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books and able to justify these comparisons learning a wider range of poetry by heart 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. Be able to critique others' ability to express meaning understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. The vocabulary

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			<p>their understanding and explaining</p> <ul style="list-style-type: none"> the meaning of words in context. Give alternative words from the words used in the text but retain the meaning. (The vocabulary should be more advanced than in year 3.) asking questions to improve their understanding of a text with greater focus on author's language and inference 	<p>themes of the book/text</p> <ul style="list-style-type: none"> 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 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 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 distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for 	<p>should be more advanced than in year 3.</p> <ul style="list-style-type: none"> asking questions to improve their understanding and to delve further into the themes of the book/text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence making specific references to sections of the text and using quotations. predicting what might happen from details stated and implied and justify these predictions summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning and how alternate layout may change meaning discuss and evaluate how authors use language, including figurative language,
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				<ul style="list-style-type: none"> • themselves, 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, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views 	<p>considering the impact on the reader including analysing the nuances and subtleties of the author's choices. Compare and contrast the use of language in different text types.</p> <ul style="list-style-type: none"> • distinguish between statements • of fact and opinion understand that statements of fact can be supported by evidence or data. Use critical thinking to determine whether information presented is factual or opinion-based. • retrieve, record and present information from non-fiction. Retrieve information from a wider range of non-fiction texts including digital sources. Include a range of presentations such as mind maps, summaries and annotated diagrams. Evaluate the reliability and validity of sources of information. • 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. Greater emphasis should be placed on the ability to justify their ideas. Articulating ideas
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					<p>concisely and with influence. Ask well thought out questions and provide counterarguments.</p> <ul style="list-style-type: none">• explain and discuss their understanding of what they have read, including through formal presentations and• debates, maintaining a focus on the topic and using notes where necessary use evidence from the text including quotes.• provide reasoned justifications for their views and clearly distinguish between fact and opinion when doing so. Understand that different readers will have different views based on the same text.
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			you think the child is likely to say at the end of the outing?		Using vocabulary from the text to infer how a character is feeling/behaving/appearing		Which stories have openings like this? Do you think this story will develop in the same way?		Make a table to show the information in these paragraphs. Can you number these events 1-5 in the order that they happened?
	2f		Explain why a character did something. Explain a character's different feelings in a story.		Inferential questions that involve using wider experience/wider reading	2f	Why do you think the author chose to use a...a specific layout to present the information? How does the title/layout encourage you to read on/find information? Why has the writer written the text in this way?	2d	How do these words make the reader feel ? How do these comparisons help the reader ? (provide a comparison to something the reader will recognise) How do the descriptions of support the idea that ? What other impressions do you get of his grannie/his house/their relationship ? What do these words mean and why do you think the author chose them? Find and copy a group of words which show that... How do these words make the reader feel?
	2g		Questions about vocabulary e.g. Why did explorers call them jewels? Find and copy questions.	2e	What is happening now? What happened before this? What will happen after?				
	2h		Discuss changes across a text	2f	Explain why a character did something. Explain a character's different feelings in a story. How do you know? What is similar/different about two characters?	2g	The writer uses ...words/phrases...to describe ... How does this make you feel? How has the writer made you feel?		
				2g	Questions about vocabulary e.g. Why did explorers call them jewels? What does the word tell you about? What does this... word/sentence... tell you about... the character?	2h	Which other author writes in a similar way? How does the character compare to another character in a different book? Which is better and why?	2e	Based on what you have read, what does the last paragraph suggest might happen to... Why did the author choose this setting? Will that influence how the story develops?
				2h	Discuss changes across a text. How do different characters feel in the story?				

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				How is it similar to ...? How is it different to ...?			How is character like someone you know? Do you think they will react in the same way?
				2f		What structures has the author used? What is the author's point of view? What affect does have on the audience? What are the clues that a character is liked or disliked etc?What is the purpose of this text feature?	
				2g		What does (a word) suggests happens ? For example <i>in a flash</i> Give <u>one</u> example of the use of humour in the fact sheet What do you think the writer meant by...? Which words do you think are most important and why?	
				2h		How does . . .'s mood change ? – refer to both mood at the beginning and at the end of the extract According to the text, give <u>one</u> way that giant	

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					<p>pandas are (a) similar to other bears (b) different from other bears. How does the character compare to another character in a different book? Which is better and why? Compare and contrast different characters</p>
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