




# Reading Progression Map



Our reading characters	Year 3	Year 4	Year 5	Year 6
<p data-bbox="107 248 304 272">Violet Vocabulary</p> 	<p data-bbox="349 248 819 296">Apply growing knowledge of root words, prefixes and suffixes when exploring new vocabulary</p> <p data-bbox="349 328 719 344">Read homophones and near homophones</p> <p data-bbox="349 376 819 424">Read words with contractions and understand that the apostrophe represents the omitted letter</p> <p data-bbox="349 456 819 504">Use dictionaries and thesauri to find the meaning of new words</p>	<p data-bbox="860 248 1267 320">Apply growing knowledge of morphology and etymology when reading aloud and decoding new vocabulary</p> <p data-bbox="860 352 1267 424">Pronounce further homophones/near homophones carefully when reading aloud to clarify meaning</p> <p data-bbox="860 456 1267 504">Carefully read contractions to avoid misconceptions (well/we'll)</p> <p data-bbox="860 536 1267 584">Regularly use dictionaries and thesauri to find the meaning of new words</p>	<p data-bbox="1312 248 1715 320">Work out any unfamiliar words, focusing on letters so they do not mistake similar, more familiar words</p> <p data-bbox="1312 352 1715 424">Apply knowledge of root words/prefixes/suffixes/word origins to read fluently and accurately</p> <p data-bbox="1312 456 1715 528">Read and understand homophones (e.g. brake break) and other words that are often confused to assist understanding</p> <p data-bbox="1312 560 1715 608">Read a range of contractions carefully (we're/were)</p> <p data-bbox="1312 639 1715 711">Regularly use dictionaries and thesauri to learn the meaning of new words and to develop understanding</p>	<p data-bbox="1771 248 2163 320">Use growing knowledge of morphology and etymology to aid pronunciation and understand word meanings</p> <p data-bbox="1771 352 2163 400">Read and understand an extended range of homophones to aid understanding of text</p> <p data-bbox="1771 432 2163 480">Read most, if not all, contractions accurately and understand their meaning</p> <p data-bbox="1771 512 2163 608">Confidently and independently use dictionaries and thesauri to find the meaning of new words and develop understanding</p>
<p data-bbox="107 722 275 746">Immi Inference</p> 	<p data-bbox="349 722 819 794">Make some accurate inferences about a character's feelings, thought and motives based on the language used in the text</p> <p data-bbox="349 826 819 874">Make comments on characters e.g. how they are feeling and relate this to own personal experiences</p> <p data-bbox="349 906 819 954">Create inference questions based on one area of the text with adult support</p>	<p data-bbox="860 722 1290 818">Make accurate inferences about a character's feelings, thoughts and motives and attempt to justify using evidence from a specific point in the text</p> <p data-bbox="860 850 1290 930">Write down grammatically accurate answers, trying to justify inferences with evidence from the text</p> <p data-bbox="860 962 1290 1034">Independently create simple inference questions based on their growing knowledge of a text and discuss with a partner</p>	<p data-bbox="1312 722 1738 794">Make inferences about a character's feelings, thoughts and motives and justify answers using evidence from one or more places in the text</p> <p data-bbox="1312 826 1738 874">Begin to create inference questions based on different points in the text</p> <p data-bbox="1312 906 1738 954">Give answers which include quotations or references to the text</p> <p data-bbox="1312 986 1738 1034">Ask questions to improve understanding of words/phrases/parts of text</p> <p data-bbox="1312 1066 1738 1114">Begin to create own inference questions based on different places in the text</p>	<p data-bbox="1771 722 2163 794">Make inferences about the author's intent, characters and plot using evidence from the text</p> <p data-bbox="1771 826 2163 874">Recognise the time and setting of texts based on language used e.g. Shakespearean</p> <p data-bbox="1771 906 2163 954">Comment on texts, making mostly accurate inferences based on evidence from the text</p> <p data-bbox="1771 986 2163 1034">Create own inference questions based on different places in the text</p>
<p data-bbox="107 1142 230 1166">Pax Predict</p> 	<p data-bbox="349 1142 819 1190">Make some accurate predictions of what might happen next, from clear details in the text</p>	<p data-bbox="860 1142 1290 1214">Make some accurate predictions of what might happen next, from clear and subtle details in the text, and from their growing experience of books</p>	<p data-bbox="1312 1142 1738 1214">Make mostly accurate predictions of what might happen next, from clear and subtle details in the text, and give reasons for those predictions</p>	<p data-bbox="1771 1142 2163 1238">Make accurate predictions of what might happen next, from clear and subtle details in the text, and give reasons for those predictions</p> <p data-bbox="1771 1270 2163 1318">Use knowledge from wide reading to inform predictions</p>

<p>Emily Explain</p> 	<p>Explain some basic features of language used (e.g. adjectives, paired adjectives and adverbs)</p> <p>Identify simple connections between texts (e.g. similarities in plot, theme, character or author)</p> <p>Show awareness that the writer has a viewpoint</p> <p>Explain how presentation of a non-fiction text aids the reader</p> <p>Identify themes and conventions in a wide range of fiction texts (e.g. a diary entry is in first person)</p>	<p>Explain basic features of language structure and presentation and explain how they contribute to meaning</p> <p>Explain basic features across a range of text types</p> <p>Recognise features of the context of a text (e.g. its historical setting)</p> <p>Look for and recognise themes in what they have read (e.g. good over evil, light and dark)</p>	<p>Discuss the difference between literal and figurative language</p> <p>Comment on the writer's word choice</p> <p>Make links between texts or versions, using explanations</p> <p>Make links between common features in different texts (e.g. characters/settings/themes)</p> <p>Refer back to different parts of the text when commenting on characters' motives/actions</p> <p>Identify the ways in which paragraphs are linked</p>	<p>Consider and identify how authors use language (including figurative) and how it impacts the reader</p> <p>Identify the main purpose of a text</p> <p>Make comments on the overall effect on the reader, linking back to the purpose of the text (e.g. the writer is telling the reader to think carefully before throwing away plastic)</p>
<p>Rocket Retrieval</p> 	<p>Identify what information they need to look for when retrieving</p> <p>Answer literal questions to improve understanding of a text</p> <p>Create simple literal questions, based on one area of the text</p>	<p>Find and record information independently from non-fiction using features</p> <p>Attempt to scan the text for key words to help them answer literal questions</p> <p>Answer literal questions in more detail by making reference to the text</p> <p>Create more detailed, literal questions based on more than one area of the text</p>	<p>Use non-fiction features to find information and present key facts across all subject areas</p> <p>Begin, with support, to decide whether statements are of fact or opinion</p> <p>Use skimming and scanning techniques to find key information</p> <p>Use text-marking to retrieve information or ideas from texts e.g. highlighting/notes in the margin</p>	<p>Accurately decide whether statements are fact or opinion</p> <p>Show confidence using skimming and scanning techniques to find key information quickly</p> <p>Create own literal questions that require reference to more than one point in the text</p>
<p>Sam Summarise</p> 	<p>Order events in a text with support</p> <p>Identify simple true and false statements about a text</p>	<p>Independently order events in a text</p> <p>Create simple true and false statements about a text</p> <p>Identify the main ideas drawn from more than one paragraph and summarise them</p>	<p>Summarise the main ideas from more than one paragraph, checking for key details</p> <p>Identify the main purpose of a text</p> <p>Order events in a text, referring back to the text to support this</p>	<p>Summarise the main ideas from more than one paragraph, identifying key details to support the summary</p>

Terminology glossary	
contraction	shortened words e.g. you've, he'd, won't, don't
etymology	the history of a word or phrase
figurative	metaphorical
root word	the most basic part of a word
homophone	two or more words having the same pronunciation but different meanings
morphology	the different parts of a word
prefix	a letter or group of letters added to the beginning of a word to change its meaning
suffix	a letter or group of letters added to the end of a word to create a new word

<p><b>Additional comprehension skills</b></p>	<p><b>Lower KS2</b></p> <p>Listen and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Ask questions to improve understanding of a text</p> <p>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>Choose their own books with the guidance of an adult and show personal preference</p>	<p><b>Upper KS2</b></p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Increase 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>Recommend books they have read to their peers, giving reasons for their choices</p> <p>Make comparisons within and across books</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience</p> <p>Ask questions to improve understanding</p> <p>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</p> <p>Choose their own books and show personal preference</p>
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<p><b>Word reading skills</b></p>	<p><b>Y3</b></p> <p>Read all KS1 first 100 and 200 high frequency words on sight</p> <p>Take note of punctuation in longer sentences to help keep track</p> <p>Recognise the need to change tone for inverted commas ("" ) in dialogue</p> <p>Read silently during independent reading</p> <p>Apply growing knowledge of root words, prefixes and suffixes to help understanding</p> <p>Read age-appropriate exception words</p> <p>Read high-frequency words without needing to blend and sound</p> <p>Automatically recognise most age-appropriate high-frequency words</p> <p>Read books that have been selected by the teacher to extend reading ability</p> <p>Begin to self-correct pronunciation when reading aloud</p> <p>Listen to others read and pay attention to correct pronunciation of words</p>	<p><b>Y4</b></p> <p>Attempt to use the context of a sentence to understand new vocabulary</p> <p>Read silently or aloud to an audience/partner/adult using age-appropriate books</p> <p>Competently decode a range of age-appropriate texts</p> <p>Read with increasing fluency to an adult/peer/small group</p> <p>Begin to read polysyllabic words more easily</p> <p>Independently read compound words</p> <p>Read age-appropriate exception words and self-correct when appropriate</p> <p>Begin to make own book choices from books at their level, using recommendations to assist this</p> <p>Begin to use expression when reading, trying out different voices</p>	<p><b>Y5</b></p> <p>Begin to independently decode unfamiliar written words with increasing competence and accuracy</p> <p>Decode automatically over a wide range of reading and read aloud with confidence</p> <p>Use knowledge of syllables to read most words</p> <p>Use understanding of compound words to aid pronunciation and infer word meanings</p>	<p><b>Y6</b></p> <p>Decode new words accurately (in age-appropriate texts)</p> <p>Apply all skills taught to read fluently and accurately</p> <p>Read aloud increasingly challenging texts to an audience</p> <p>Use appropriate volume, tone and expression when reading aloud</p> <p>Show understanding of a range of punctuation when reading</p> <p>Fluently read polysyllabic and compound words</p>
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