

St Ann's Heath Junior School – Reading skills progression

Curriculum Intent	<ul style="list-style-type: none"> • Read a variety of increasingly challenging texts which cover a wide range of genres and build a breadth of vocabulary. • Instil a love of reading for pleasure and enjoyment of a wide range of fiction and non-fiction texts which help our children to connect with the world around them. • Develop cultural capital through fluency and enjoyment of reading to help remove barriers to achievement in school, future learning and the world of work. • Utilise reading skills across the curriculum.
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	KS1	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> • See Little Wandle Progression 	<ul style="list-style-type: none"> • Can self-select an appropriate book from a wider choice of age-appropriate books (must be checked by an adult). • Can read short chapter books independently and with increasing fluency. • Can read a range of different texts with increasing fluency. 	<ul style="list-style-type: none"> • Can self-select an appropriate book from a wider choice of age-appropriate books (must be checked by an adult). • Can read chapter books independently with increasing length and proof of growing stamina. 	<ul style="list-style-type: none"> • Can read chapter books independently with increasing length and stamina. 	<ul style="list-style-type: none"> • Can read chapter books independently with increasing challenge, length and stamina.
Retrieval	<ul style="list-style-type: none"> • Can listen to stories, non-fiction and poems and can discuss in growing detail to build understanding. • Can read and discuss age appropriate books to build understanding to 	<ul style="list-style-type: none"> • Can answer retrieval questions through discussion of a wider text/passage just read. • Can answer basic retrieval questions using evidence from the text. 	<ul style="list-style-type: none"> • Can answer a range of retrieval questions from 2 pages of text read independently. • Can use skimming and scanning skills to locate an answer to a retrieval question at increasing speed. 	<ul style="list-style-type: none"> • Can use skimming and scanning skills to locate an answer to a retrieval question at speed. 	<ul style="list-style-type: none"> • Can confidently distinguish between fact and opinion within a text and explain answers.

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	answer many simple retrieval questions.	<ul style="list-style-type: none"> With support can skim and scan a page of text to locate a key word. 			
Vocabulary	<ul style="list-style-type: none"> Can suggest tier 2 words to support discussions about characters (unaided) Can select and justify their own favourite words and phrases in books. Can clarify the meaning of some words based on my own background knowledge. 	<ul style="list-style-type: none"> Can identify specific words that the author has used in the text and can begin to explain the author's intent behind these word choices. 	<ul style="list-style-type: none"> Can start to discuss the meaning of new words using the context of the sentence – may not be correct but logical. Can apply growing knowledge of prefixes and suffixes to understand vocabulary. Can independently select a dictionary to check the meanings of words to read. Can talk about how figurative language is used to create atmosphere (similes, alliteration, repetition). 	<ul style="list-style-type: none"> Can apply my growing knowledge of root words, prefixes and suffixes (listed in appendix 2) to read unknown words. Can discuss the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> Can work out the meaning of unknown words using the context of the whole plot/setting etc - mostly accurately. Can evaluate how an author has used vocabulary to impact on the reader.
Prosody	<ul style="list-style-type: none"> Can read with expression (after modelling). Can identify basic punctuation when reading and change their voice through adult modelling. 	<ul style="list-style-type: none"> Can read with expression and begin to respond to punctuation to convey the meaning (following modelling). 	<ul style="list-style-type: none"> Can read with expression and respond to punctuation to convey the meaning (following modelling). 	<ul style="list-style-type: none"> Can read with expression and respond to punctuation to convey the meaning with independence. 	<ul style="list-style-type: none"> Can confidently read texts using a range of tone and expression according to the text. Can confidently read to an audience that is not their class. Can alter the pace and volume of reading

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					depending on plot/events.
Summarising	<ul style="list-style-type: none"> Can explain what has happened so far in what they have read. Can discuss the sequence of events in books and how items of information are related. 	<ul style="list-style-type: none"> Can order the main events in a story that they have listened to. Can order the main events in a story that they have read. Can identify the theme of a poem and discuss what is happening in it. 	<ul style="list-style-type: none"> Can appropriately summarise a chapter of a book that they have read themselves. Can skim read a text and talk briefly about the main plot/idea. Can select an appropriate title/sub-heading for a passage of text (from a selection of given titles/sub-headings) 	<ul style="list-style-type: none"> Can summarise a book that they have read themselves. Can select an appropriate title/sub-heading for a passage of text and can explain why others are not as appropriate (with support). Can select a suitable summary for a traditional, formal poem from a multiple-choice selection. 	<ul style="list-style-type: none"> Can identify ideas from 2 short texts and can compare/contrast based on summaries.
Predict	<ul style="list-style-type: none"> Can make a good prediction based on what they have heard read to them. Can make a good prediction on a book that they are able to decode (consistent with their phonic knowledge). Begin to justify predictions. 	<ul style="list-style-type: none"> Can make sensible predictions based on clues from a story so far (e.g. a character with sharp teeth etc.) Can make simple justifications about predictions. 	<ul style="list-style-type: none"> Can make sensible predictions about a character and the plot. Can make justifications about predictions. 	<ul style="list-style-type: none"> Can make increasingly detailed predictions based on what has happened and information inferred and can justify these. Can modify predictions when reading and justify change of prediction with evidence from the text. 	<ul style="list-style-type: none"> Can challenge other people's predictions, justifying their viewpoint.
Inference	<ul style="list-style-type: none"> Can answer questions about a familiar book with the teacher and make simple inferences. 	<ul style="list-style-type: none"> Can make inferences about characters' feelings, thoughts and 	<ul style="list-style-type: none"> Can make inferences about the author based on what has been read 	<ul style="list-style-type: none"> Can make inferences about the author's feelings/thoughts based on what has been read 	<ul style="list-style-type: none"> Can answer inference and evaluative questions with multi-point answers

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	<ul style="list-style-type: none"> Can answer questions and make inferences about a book that can be read fluently. 	<ul style="list-style-type: none"> motives from their actions. Can justify these inferences with evidence. 	<ul style="list-style-type: none"> and word choice of the author. 	<ul style="list-style-type: none"> and word choice of the author. Can answer a range of inference questions about fiction and non-fiction. Can answer a range of inference questions about a poem. 	<ul style="list-style-type: none"> providing evidence (written recorded).
Links	<ul style="list-style-type: none"> Can link stories, non-fiction and poems to other people's experiences. 	<ul style="list-style-type: none"> Can track and talk about the journey of some of the minor characters through a story. Can talk about how the books/authors they have studied this year are similar/different from last year. 	<ul style="list-style-type: none"> Can discuss how relationships between characters change/develop over time. Can talk about how the books/authors they have studied this year are similar/different from last year. 	<ul style="list-style-type: none"> Can discuss and compare different genres comparing characters, themes, events and settings. Can begin to make links between settings and genres (e.g. forests/adventure). 	<ul style="list-style-type: none"> Can track time throughout a book and discuss impact on the reader (e.g. flashbacks etc).
Love	<ul style="list-style-type: none"> Can recite 2 poems. Can describe how to locate information that interests you in a non-fiction book (e.g. glossary, contents etc). Can interact with stories, non-fiction and poems when they are reading the book themselves (e.g. laughing at humorous points etc) 	<ul style="list-style-type: none"> Can name at least 2 authors, including some of those studied this year (fiction and non-fiction). Can review the books read this year and share their own opinion. 	<ul style="list-style-type: none"> Can start to describe which authors and text types they like to read for pleasure and can share opinions with peers. Can name at least 3 authors, including some of those studied this year or previous year (fiction and non-fiction). Name a poet and be able to discuss what their 	<ul style="list-style-type: none"> Can demonstrate a motivation for reading for pleasure. Can talk about a repertoire of books that they have read at home. Can begin to actively participate in a debate about favourite books, characters, themes or plots. 	<ul style="list-style-type: none"> Can name at least 5 authors, including some of those studied this year (fiction and non-fiction). Can confidently discuss a range of poets that they have studied and compare/contrast their work.

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	<ul style="list-style-type: none"> Can name an author they have enjoyed. 		work is about (either this year or previous years).	<ul style="list-style-type: none"> Can name at least 4 authors, including some of those studied this year or previous years (fiction and non-fiction). Can confidently discuss a range of poets that they have studied. 	<ul style="list-style-type: none"> Can demonstrate a motivation for reading for pleasure. Can talk about a repertoire of books that they have read at home. Can begin to actively participate in a debate about favourite books, characters, themes or plots.

KS3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop an appreciation and love of reading, and read increasingly challenging material independently through: <ul style="list-style-type: none"> Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: <ul style="list-style-type: none"> English literature, both pre-1914 and contemporary, including prose, poetry and drama Shakespeare (two plays) Seminal world literature Choosing and reading books independently for challenge, interest and enjoyment. Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. Understand increasingly challenging texts through: <ul style="list-style-type: none"> Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. Making inferences and referring to evidence in the text. Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. Checking their understanding to make sure that what they have read makes sense. Read critically through:
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| | <ul style="list-style-type: none">○ Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.○ Recognising a range of poetic conventions and understanding how these have been used.○ Studying setting, plot, and characterisation, and the effects of these.○ Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.○ Making critical comparisons across texts.○ Studying a range of authors, including at least two authors in depth each year. |
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