

St Ann's Heath Junior School – Reading skills progression

National Curriculum			
	KS1	Lower KS2	Upper KS2
Word Reading	Pupils should be taught to: <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. 	Pupils should be taught to: <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. 	Pupils should be taught to: <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.
Comprehension	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:

	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ 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 ○ discussing the sequence of events in books and how items of information are related ○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ○ being introduced to non-fiction books that are structured in different ways ○ recognising simple recurring literary language in stories and poetry ○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ discussing their favourite words and phrases ○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: 	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ○ 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 ○ 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 [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ○ checking that the text makes sense to them, discussing their 	<ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ○ continuing to read and discuss an increasingly 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 ○ 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 ○ 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: <ul style="list-style-type: none"> ○ checking that the book makes sense to them, discussing their
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	<ul style="list-style-type: none"> ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ checking that the text makes sense to them as they read and correcting inaccurate reading ○ making inferences on the basis of what is being said and done ○ answering and asking questions ○ predicting what might happen on the basis of what has been read so far ● participate in discussion about books, poems and other works that are read to them and 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. 	<p>understanding and explaining the meaning of words in context</p> <ul style="list-style-type: none"> ○ asking questions to improve their understanding of a text ○ 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 ○ identifying main ideas drawn from more than one paragraph and summarising these ○ identifying how language, structure, and presentation contribute to meaning ○ retrieve and record information from non-fiction ● 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>understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> ○ asking questions to improve their understanding ○ 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 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,
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			<p>maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none">• provide reasoned justifications for their views.
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The Reading Rainbow

At St Ann's Heath, we follow the Jane Considine Reading Unit Plans. The Reading Rainbow is a capture of all necessary primary reading domains and competencies. Through developing each of the Reading Rainbow lenses, children will become more confident explorers of a range of text types, including stories, non-fiction and poetry.

	Year 3	Year 4	Year 5	Year 6
FANTASTIC	Feeling - I can talk about the correlation between story events and how a character feels.	Feeling - I can collect a range of evidence to reflect on a character's emotional responses to certain situations.	Feeling - I can consider the wealth of emotions a character experiences from beginning to end of a story.	Feeling - I can consider how different characters can have different emotional responses to the same event(s).
	Asking - I can recognise why testimonials might be used in persuasive texts.	Asking - I can assess the effectiveness of alternatives to the word 'said'.	Asking - I can recognise when characters' spoken words do not match their inner thoughts and actions.	Asking - I can ask pertinent questions about a text.
	Noticing - I can find evidence of language that enables a reader to visualise scenes in a narrative.	Noticing - I can understand that authors use detailed descriptions to enable readers to build vivid mental pictures.	Noticing - I can assess the effectiveness of the sense of sight for the reader.	Noticing - I can explain what an author wants the reader to see and the details that reveal this.
	Touching - I can retrieve examples of 'touch' and know the impact of these on the reader.	Touching - I can decide whether the main characters are 'tactile' through key action scenes.	Touching - I can categorise positive and negative types of touch in a narrative.	Touching - I can assess characters' perceptions of other characters and consider the physical interactions between them.
	Action - I can understand that a writer can slow down action scenes, e.g. longer sentences, detailed description of the setting.	Action - I can understand the two types of 'action' in stories - major events and common actions.	Action - I can identify key events and how they challenge characters and keep readers interested.	Action - I can consider how action can be used to reinforce a character's development or to challenge our perceptions.
	Smelling - I can consider how non-fiction writers, particularly recipe writers, appeal to our sense of smell, e.g. 'The sharp, citrusy aroma of fresh lemons'...	Smelling - I can explain how the sense of smell is used to reflect social, historical and cultural traditions.	Smelling - I can categorise positive and negative smells within a narrative and explain their functions in creating particular atmospheres.	Smelling - I can evaluate if 'smells' are a strong feature of an author's work.

	Tasting - I can discuss stories that include many/no references to taste.	Tasting - I can identify why 'taste' is important in particular non-fiction texts.	Tasting - I can understand that authors provide insight into character 'tastes' to heighten empathy.	Tasting - I can reflect on the use of 'taste' in a narrative and assess its impact.
	Imagining - I can imagine a scene in a story because of the description used by the author.	Imagining - I can understand that some characters are secretive about their real thoughts.	Imagining - I can imagine a character in a different scenario and, through textual evidence, explain how they might think.	Imagining - I can identify occasions when an author alters the reader's insight into a character's mind.
	Checking - I can identify negative sounds in a story, e.g. The window smashed loudly and the crash echoed down the corridor.	Checking - I can explore alternative sounds that could be included in a narrative to achieve differing outcomes.	Checking - I can identify how sounds can create tension and a sense of suspense in a story.	Checking - I can trace different soundscapes in a narrative and their effects.
STYLISTIC	Setting - I can identify words/phrases/clauses that enrich a setting.	Setting - I can analyse the effectiveness of settings to certain parts of stories.	Setting - I can analyse the importance of a setting to the plot line.	Setting - I can analyse how a story is set during a certain era, season or time of day.
	Text Layout / Structure - I can consider the impact of colour and how this is used to attract attention.	Text Layout / Structure - I can understand that layout choices by the author are deliberate, explaining why I believe certain decisions were made.	Text Layout / Structure - I can evaluate the effectiveness of layout devices used in non-fiction.	Text Layout / Structure - I can consider the benefits of a themed and linked approach across a non-fiction/narrative text.
	Yes/No Relationships - I can notice how an author reveals the nature of a relationship through dialogue, actions and description.	Yes/No Relationships - I can discuss how a relationship evolves from the beginning of a book to the end.	Yes/No Relationships - I can explain the nature of relationships between a central character and others, exploring the subtleties of actions and words.	Yes/No Relationships - I can reflect on characters' personalities through the relationships they foster/reject.
	Logical Meaning Making - I can provide simple explanations about events/information.	Logical Meaning Making - I can compare two texts and explain the similarities and differences.	Logical Meaning Making - I can paraphrase sections of a text and comment on their impact on the reader.	Logical Meaning Making - I can explore a text's meaning for different readers.
	Interrogating Facts/Opinions - I can differentiate between facts and opinions in a non-fiction text.	Interrogating Facts/Opinions - I can sort facts into most/least significant in both stories and non-fiction.	Interrogating Facts/Opinions - I can understand how 'opinion' can be stated as fact, particularly in persuasive texts.	Interrogating Facts/Opinions - I can explore in detail the potential interpretations of an author and his/her opinions.
	Solving Problems - I can provide advice for a central character.	Solving Problems - I can identify the central problem of a story and how it is solved.	Solving Problems - I can explore the predictable nature of a problem and resolution in a story.	Solving Problems - I can identify when an author builds an increasing sense that something is problematic.

	Themes - I can find extracts to evidence how an author uses a theme to unify a story.	Themes - I can talk about the central theme of a text and summarise it, e.g. betrayal of loved ones.	Themes - I can recognise the universal idea that stretches through an entire story, e.g. good over evil.	Themes - I can identify the main theme in a text, as well as subsidiary themes.
	Impact - I can reflect on the most engaging aspects of a text.	Impact - I can analyse the effect of certain plot points on the reader.	Impact - I can see how chain reactions are established and understand their impact on a central character.	Impact - I can analyse 'hard-hitting' aspects of a text and explain why they are so powerful.
	Characters - I can infer a character's feelings, justifying my views with reference to the text.	Characters - I can recognise how characters are presented in different ways, using text references to justify my responses.	Characters - I can discuss the author's effectiveness in developing authentic characters.	Characters - I can provide clear evidence of a character's motivations, decisions and actions.
ANALYTICS	Author Assessment - I can discuss the differing effects that authors have on readers.	Author Assessment - I can comment on the success of texts in provoking particular responses.	Author Assessment - I can recognise how authors are able to manipulate reader responses.	Author Assessment - I can consider writerly advice to help an author improve their work.
	Navigating Genres - I can adopt different reading styles according to text types.	Navigating Genres - I can identify vocabulary and symbolic features related to text-types.	Navigating Genres - I can show understanding of structure and language features in a range of non-fiction texts.	Navigating Genres - I can explicitly state why a text fits a particular genre.
	Accessing Phonics & Grammar - I can decode words in context, using what I know about word beginnings and endings.	Accessing Phonics & Grammar - I can decode unknown words from roots and spelling patterns.	Accessing Phonics & Grammar - I can use grammar clues to make plausible guesses, e.g. It must be a verb as one is needed in this clause.	Accessing Phonics & Grammar - I can draw conclusions about grammatical devices used by the writer to contribute to the overall effect.
	Language - I can identify expressive and descriptive language and explain the effects.	Language - I can notice that non-fiction writers use key words for cohesion.	Language - I can recognise common language devices used in non-fiction/story writing, e.g. hyperbole, quotes, persuasion.	Language - I can comment on how language choices contribute to a text's overall effectiveness.
	Your Personal Opinions - I can begin to show empathy for a character's dilemma.	Your Personal Opinions - I can talk with friends about books in an opinionated and extended way, i.e. four or five sentences orally.	Your Personal Opinions - I can discuss how a text comments on our society and culture.	Your Personal Opinions - I can recognise how a writer's point of view can influence a reader's point of view.
	Trawling for Evidence - I can comment on features in a text using supporting evidence, e.g. A bad	Trawling for Evidence - I can locate information confidently, using ICT resources and skills such as text marking.	Trawling for Evidence - I can skim and scan non-fiction texts to speed up research.	Trawling for Evidence - I can support my critique with multiple references that work towards a clear point.

	character is first revealed by 'a sly grin'.			
	Inferring / Deducing - I can make straightforward inferences, based on a single point of reference, e.g. He was upset because it says that he was crying.	Inferring / Deducing - I can infer meaning from a text, applying my knowledge of the world.	Inferring / Deducing - I can recognise how literary devices are used by an author to create intrigue and suspense.	Inferring / Deducing - I can draw conclusions about characters/plot/events that go beyond the words.
	Considering Deeper Messages - I can explore underlying ideas and begin to sort and interpret the most important ones.	Considering Deeper Messages - I can recognise that different characters can represent different messages for readers.	Considering Deeper Messages - I can discuss how a story message changes, depending on the historical context of a story.	Considering Deeper Messages - I can consider the validity of a book's message for the reader and for society today.
	Stating Predictions - I can predict what might happen from two or more details (including illustrations).	Stating Predictions - I can predict what might happen from some implied details (including illustrations).	Stating Predictions - I can predict what might happen from two or more details.	Stating Predictions - I can predict what might happen from some details implied and stated.

KS3

Pupils should be taught to:

- Develop an appreciation and love of reading, and read increasingly challenging material independently through:
 - 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:
 - 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:
 - 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:
 - 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.