

Ashfield Junior School: Reading Skills Progression Map

Skills	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Respond to more sophisticated punctuation, maintaining fluency and accuracy when reading complex sentences with subordinate clauses.</p> <p>Work out the pronunciation of homophones, using the context of the sentence.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Cope with different features of language used in poems and prose, e.g. dialect, abbreviations, colloquialisms and specialist vocabulary.</p> <p>Understand how conjunctions can be used to indicate a change of tone.</p>
Range of reading	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes.</p> <p>Select books independently, reading from a wide range of genres and authors, and express and explain own</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books.</p> <p>Recognise texts that include more than one text type- e.g. persuasive letters.</p>

		personal preferences		
Familiarity with texts to RETRIEVE information from the text	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books.</p> <p>Use alphabetically ordered texts to find information.</p> <p>Begin to skim read to retrieve information from a paragraph of text.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Retrieve and record information from fiction and nonfiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text-marking.</p>	<p>Increase 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.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Retrieve and record information from fiction and nonfiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and textmarking.</p>	<p>Increase 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.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Retrieve and record information from fiction and nonfiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and textmarking.</p>
DEVELOPING VOCABULARY to EXPLAIN meaning of words	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>

<p>INFERENCE AND PREDICTON</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives, empathising with a character.</p> <p>Justify inferences and predictions using evidence from the text.</p> <p>Start to recognise some features of a text that relate it to its historical setting or its social or cultural background: "The girls wore red flannel petticoats because that is what they wore in the olden days."</p>	<p>Pull together clues from action, dialogue and description to infer meaning and make predictions, supporting views with evidence from the text.</p> <p>Justify predictions from details stated and implied.</p>	<p>Draw inferences from characters' feelings, thoughts and motives with supporting evidence.</p> <p>Recognise that texts reflect the time and culture in which they were written: "Hound of the Baskervilles would have been very scary for Victorian readers."</p> <p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text</p>	<p>Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters).</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Use PEE (point, evidence, explain) to support predictions and inferences.</p>
<p>AUTHORIAL CHOICE</p>	<p>Discuss author's choice of words and phrases for effect: "Crept makes you know they were quiet and that they were going slowly because they didn't want to be caught."</p> <p>Identify vocabulary that captures the reader's interest</p>	<p>Identify how an author's language, structure and presentation contribute to meaning, create feelings (e.g. of tension or humour), and capture the reader's interest and imagination.</p>	<p>Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.</p> <p>Explain the author's techniques for describing characters, settings and actions.</p> <p>Evaluate the use of author's language and explain how it</p>	<p>Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as rhythm, rhyme, metaphor, simile, analogy, imagery, style and effect.</p> <p>Identify and evaluate the effectiveness of an author's choice and use of language,</p>

			has created an impact on the reader. Recognise the ways in which authors present issues and points of view: "She has only mentioned the bad points about air travel."	explaining the impact on the reader
NON-FICTION	Retrieve and record information from non-fiction texts using contents and glossary to locate it.	Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. Use dictionaries to check the meaning of words that they have read.	Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. Distinguish between fact and opinion.	Retrieve, record and present information from non-fiction texts. Use non-fiction materials for information retrieval, including where pupils are self-motivated to find out information (e.g. reading information leaflets before a visit). Prepare for factual research, considering what is known already. Recognise bias, fact and opinion.
READING FOR PLEASURE Listening to and discussing texts. Comparing, contrasting and commenting.	Recognise, listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Use appropriate terminology when discussing texts (plot, character, setting).	Discuss and compare texts from a wide variety of genres and writers. Read for a range of purposes. Identify themes and conventions in a wide range of books. Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in	Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. 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	Read for pleasure, discussing, comparing, contrasting and evaluating in depth across a wide range of genres. Recognise more complex themes in what they read (such as loss or heroism). Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using

		<p>letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>challenging views courteously.</p> <p>Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Recommend texts to peers based on personal choice, providing reasoned justifications for their views about a book.</p>	<p>notes where necessary.</p> <p>Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>Draw out key information and to summarise the main ideas in a text.</p> <p>Distinguish independently</p>
POETRY AND PERFORMANCE	<p>Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry</p>	<p>Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise some different forms of poetry</p>	<p>Learn a wider range of poetry by heart, preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Learn a wider range of poetry by heart, preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>