



Olney Middle School

Reading Progression Grid Years 3-6

WORD READING					
Year 3		Year 4		Year 5	Year 6
National Curriculum	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.		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.		
Skills	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	
Knowledge	To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –	To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	

COMPREHENSION

Reading for Pleasure

		Year 3	Year 4	Year 5	Year 6	
National Curriculum		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, and an 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] 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> maintain positive attitudes to reading and an 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 		
	Skills/knowledge	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect. To identify vocabulary that captures the reader's interest.</p> <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination</p> <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>	
		Reading for Understanding				
		Year 3	Year 4	Year 5	Year 6	

National Curriculum	<p>Children will understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • 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 • 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 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning 		<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • 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 1 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, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views 	
	Vocabulary	<p>Use dictionaries to check the meaning of words that they have read</p>	<p>Using dictionaries to check the meaning of words that they have read</p> <p>Use a thesaurus to find synonyms</p>	<p>Explore the meaning of words in context, confidently using a dictionary discuss how the author’s choice of language impacts the reader</p>
<p>Discuss words that capture the readers interest or imagination</p> <p>Identify how language choices help build meaning</p>		<p>Discuss why words have been chosen and the effect these have on the reader</p> <p>Explain how words can capture the interest of the reader</p> <p>Discuss new and unusual vocabulary and clarify the meaning of these</p>	<p>Use a thesaurus to find synonyms for a larger variety of words</p> <p>Evaluate the authors use of language Investigate alternative word choices that could be made</p>	<p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>Discuss how presentation and structure contribute to meaning.</p> <p>Explore the meaning of words in context by ‘reading around the word’ and independently explore its meaning in</p>

	Find the meaning of new words using substitution within a sentence.	Find the meaning of new words using the context of the sentence	<p>Begin to look at the use of figurative language</p> <p>Re-write passages using alternative word choices</p> <p>Read around the word' and *explore its meaning in the broader context of a section or paragraph.</p>	the broader context of a section or paragraph
Inference	<p>Children can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>Justify inferences by referencing a specific point in the text.</p> <p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Make inferences about actions or event</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</p> <p>Infer characters' feelings, thoughts and motives from their stated actions.</p> <p>Consolidate the skill of justifying them using a specific reference point in the text</p> <p>Use more than one piece of evidence to justify their answer</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Make inferences about actions, feelings, events or states</p> <p>Use figurative language to infer meaning</p> <p>Give one or two pieces of evidence to support the point they are making.</p> <p>Begin to draw evidence from more than one place across a text.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Make inferences about events, feelings, states backing these up with evidence.</p> <p>Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made.</p> <p>They can draw evidence from different places across the text</p>

Prediction	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge to make predictions and justify them.</p> <p>Use details from the text to form further predictions.</p>	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>Monitor these predictions and compare them with the text as they read on</p>	<p>Predicting what might happen from details stated and implied</p> <p>Support predictions with relevant evidence from the text.</p> <p>Confirm and modify predictions as they read on.</p>	<p>Predicting what might happen from details stated and implied</p> <p>Support predictions by using relevant evidence from the text</p> <p>Confirm and modify predictions in light of new information.</p>
Explaining	<p>Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</p> <p>Recognise authorial choices and the purpose of these</p>	<p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Recognise authorial choices and the purpose of these</p>	<p>Provide increasingly reasoned justification for my views</p> <p>Recommend books for peers in detail</p> <p>Begin to challenge points of view</p> <p>Begin to distinguish between fact and opinion</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, and begin to consider the impact on the reader</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<p>Provide increasingly reasoned justification for my views</p> <p>Recommend books for peers in detail</p> <p>Begin to challenge points of view</p> <p>Distinguish between fact, opinion and bias explaining how they know this</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates supported with justification.</p>

Retrieval	<p>Use contents page and subheadings to locate information</p> <p>Learn the skill of 'skim and scan' to retrieve details.</p> <p>Begin to use quotations from the text.</p> <p>Retrieve information from a non-fiction text</p>	<p>Confidently skim and scan texts to record details</p> <p>Using relevant quotes to support their answers to questions.</p> <p>Retrieve and record information from a fiction or non-fiction text.</p>	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across larger sections of text</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p>	<p>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry</p>
Summarise	<p>Identifying main ideas drawn from a key paragraph or page and summarising these</p> <p>Begin to distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a story.</p> <p>Record summary writing using a model</p> <p>Identify themes from a wide range of books</p>	<p>Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</p> <p>Identifying main ideas drawn from more than one paragraph.</p> <p>Identify themes from a wide range of books</p> <p>Summarise whole paragraphs, chapters or texts</p> <p>Highlight key information and record it in bullet points, diagrams, maps etc</p>	<p>Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <p>Make connections between information across the text and include this in an answer.</p> <p>Discuss the themes or conventions from a chapter or text</p> <p>Identify themes across a wide range of writing</p>	<p>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Make comparisons across different books.</p> <p>Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>

	Make simple notes from one source of writing			
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