St. George's Junior School Reading Progression Grid

Progression Grid	Year 3	Year 4	Year 5	Year 6
Word reading National Curriculum	**Word reading Year 3 and Year 4** Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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.		**Word reading Year 5 and Year 6** 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 National Curriculum	**Comprehension year 3 and Year 4** 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: 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 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 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		**Comprehension year 5 and Year 6** Maintain positive attitudes to reading and an understanding of what they read by: 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: 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	

	Year 3	Year 4	Year 5	Year 6
Word Reading	Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words Continue to use phonic knowledge to decode unfamiliar words Show understanding of knowledge of root words (word families) when reading aloud and deciphering the meaning of new words Reads age appropriate texts with increasing fluency Re-read books to build up fluency and confidence in word reading	Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words Continue to use phonic knowledge to decode unfamiliar words where applicable Automatic decoding is almost established and a range of texts are read with consistent accuracy, fluency and confidence Apply knowledge of root words (word families) to read aloud and understand the meaning of new words Reads age appropriate texts with increasing fluency Re-read books to build up fluency and confidence in word reading	Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words Automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence Apply knowledge of root words (word families) to read aloud and understand the meaning of new words Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry Fluently and effortlessly reads a range of age appropriate texts Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry	Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words Automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence Apply knowledge of root words (word families) to read aloud and understand the meaning of new words Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in the English programmes of study Fluently and effortlessly reads a range of age appropriate texts Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience Is able to reverse the process of reading adventurous vocabulary and use these in writing
Reading Comprehension				
Vocabulary (Clarify)	• use dictionaries to check the meaning of words that they have read with support • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence.	• using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader	• explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language	• evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and independently explore its meaning

		• discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence.	• use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph.	in the broader context of a section or paragraph.
Inference	• children can infer characters' feelings, thoughts and motives from their stated actions with support • begin to justify inferences • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	• infer characters' feelings, thoughts and motives from their stated actions Justify inferences using a reference point in the text • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • use evidence to justify their answer •	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • justify inferences by giving specific evidence from the text • make inferences about actions, feelings, events or atmosphere • use figurative language to infer meaning • begin to draw evidence from more than one place across a text.	• discuss how characters, settings, places and themes change and develop through texts by drawing inferences based on indirect clues. • Use figurative language to infer meaning and explain the authors intentions. • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw precise evidence from different places across the text.
Prediction	• justify predictions using evidence from the text with support. • use relevant prior knowledge to make predictions • use details from the text to form further predictions.	• justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on	• predicting what might happen from details stated and implied with evidence from the text. • support predictions with relevant evidence from the text and explain these predictions. • confirm and modify predictions as they read on.	• predicting what might happen from details stated and implied, justifying with evidence from the text and prior knowledge of text/ genre types • adapting predictions in light of new information, character and plot development and explaining why
Explaining	• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying features of language, structure, and presentation and how these contribute to meaning of both fiction and non-fiction texts with support • recognise authorial choices and the purpose of these	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and explaining the purpose of these in context	• provide increasingly reasoned justification for my views recommend books for peers in detail • give reasons for authorial choices including language, structure, presentations and techniques and provide examples of these from the text • begin to challenge points of view	• Provide increasingly reasoned justification for my views, recommend books for peers in detail giving information about authorial style • begin to challenge points of view with justifications and opinions • begin to distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning, justifying our explanation

			• begin to distinguish between fact and opinion 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 • explain and discuss their understanding of what they have read, including through formal presentations and debates.	• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and the authors reasons for using these tools • explain and discuss their understanding of what they have read, including through formal presentations, debates, reviews and comparisons • distinguish between fact, opinion and bias explaining how they know this.
Retrieval	• use contents page and subheadings to locate information learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text with support • Retrieve and record information from a fiction text. • Retrieve information from a non-fiction text	• Confidently use an index, contents and subheadings to locate information • confidently skim and scan texts to record details • Using relevant quotes to support their answers to questions. • Retrieve and record information from a fiction or non-fiction text.	• confidently skim and scan to retrieve information with speed. • retrieve evidence from across larger sections of text • retrieve information through reading read a broader range of texts (e.g. including myths, legends, stories from other cultures, modern fiction and archaic texts). • retrieve, record and present information from non-fiction texts. • retrieve, record and present information from fiction texts. • ask my own questions and follow a line of enquiry.	• confidently skim and scan to retrieve information with speed from longer sections of text • Find and use appropriate evidence from across whole chapters or texts • Retrieve information through independently broadening their range of texts (e.g. myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts). • Retrieve, record and present information from a wide variety of non-fiction texts. • Retrieve, record and present information from a wide variety of fiction texts. • Ask my own questions and follow a line of enquiry using contextual learning to enhance understanding.
Summarise	• identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story.	• use skills developed in year 3 in order to independently write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph.	• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this is an answer.	• summarise key information from across a text and link information by analysing and evaluating ideas between sections of the text. • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas make comparisons across different books.

	• identify themes from a range of books • make simple notes from one source of writing	• identify themes from a wider range of books summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc	• discuss the themes or conventions from a chapter or text identify themes across a wide range of writing • To precis a text through a book cover	• summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. • To draw on knowledge of other genres to precis a text.