



## Reading – Learning Progression Map

Word Reading	Year 3	Year 4	Year 5	Year 6
<b>Phonics and Decoding</b>	<p>Use their phonic knowledge to decode quickly and accurately (may need support with longer unknown words).</p> <p>When reading aloud:            &gt; apply a growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-.*            &gt; apply a growing knowledge of root words and suffixes, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian. *</p> <p>Check unfamiliar words with a dictionary.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply their knowledge of root words, prefixes and suffixes / word endings to read aloud fluently.*</p> <p>Check unfamiliar words with a dictionary.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed /skill, recognising their meaning through contextual cues.</p> <p>When reading aloud:            &gt; Apply their growing knowledge of root words, prefixes and suffixes, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly.*</p> <p>Use a dictionary to clarify meanings where necessary.</p>	<p>Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes and suffixes/word endings*</p> <p>Decode unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Use a dictionary to clarify meanings where necessary.</p>
<b>Common Exception Words</b>	<p>Begin to read Y3/Y4 exception words.*</p>	<p>Read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Read most Y5/Y6 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Read all Y5/Y6 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
<b>Reading Fluency</b>	<p>Read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation.</p> <p>Recognise punctuation, pausing at key moments.</p>	<p>Read clearly and apply punctuation accurately. Use expression and intonation with a growing awareness of the audience and purpose.</p> <p>Word reading should also support the development of vocabulary.</p>	<p>Read fluently, using punctuation, expression and intonation of a growing vocabulary, showing an awareness of the intended audience and purpose.</p>	<p>Use punctuation, expression and intonation of a wider vocabulary to create moods, showing an appreciation of the audience and purpose.</p>

<p><b>Comparing, Contrasting and Commenting</b></p>	<p>Recognise, listen to, recount and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Use appropriate terminology when discussing texts (plot, character &amp; setting). Identify similarities when comparing books by the same author or theme.</p>	<p>Read for a range of purposes. Discuss and compare texts from a wide variety of genres and writers.</p> <p>Identify themes &amp; conventions in a wide range of books.</p> <p>Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in 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>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).</p> <p>Participate in discussions about books people read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Recommend texts to peers based on personal choice.</p> <p>Make comparisons across texts: themes, characters, settings, events and viewpoints.</p> <p>Summarise key ideas in longer stories and link these to the overall theme/idea.</p>	<p>Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recognise more complex themes in texts e.g. loss or heroism.</p> <p>Discuss and explain what they have read, including through formal presentations and debates. Maintain a focus on the topic and use notes where necessary.</p> <p>Listen to guidance and feedback on the quality of their explanations and contributions to discussions. Refine the quality of their contribution.</p> <p>Draw out key information and summarise main ideas in a text.</p> <p>Distinguish independently between fact and opinion, providing reasoned justifications for their views. Compare characters, settings and themes within a text and across more than one text.</p>
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<b>Words in Context &amp; Authorial Choice</b>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>Evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>Analyse and evaluate the use of language, including figurative language. Examine how authors use it for effect.</p> <p>Use technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
<b>Inference &amp; Prediction</b>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Justify predictions using evidence from the text.</p>	<p>Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their 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.</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>
<b>Poetry &amp; Performance</b>	<p>Begin to use appropriate intonation and volume when reading aloud</p> <p>Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p>	<p>Use appropriate techniques (intonation, volume and action) when performing poems and play scripts, showing an awareness of the audience.</p> <p>Recognise different forms of poetry.</p>	<p>Prepare and perform poems with appropriate techniques.</p> <p>Continually show an awareness of audience when reading aloud, using intonation, tone, volume and action.</p>	<p>Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience, and for effect.</p>
<b>Non-Fiction</b>	<p>Retrieve and record a variety of information from non-fiction texts.</p>	<p>Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of words they have read.</p>	<p>Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>Retrieve, record and present information from non-fiction texts.</p> <p>Retrieve relevant information from non-fiction materials (e.g. history, geography and science textbooks) and in a range of other contexts (e.g. museum leaflets prior to a visit or reading a theatre review).</p>

\* These are contained in the national curriculum (English spelling Appendix 1). Teachers refer to these to exemplify the words that pupils should be able to read as well as spell.