

Progression Map Reading @ Baldwins Gate

Progression Map for Reading @ Baldwins Gate Primary School

Reading- Nursery

Below details work reading and comprehension progression including aims for Nursery.

Word Reading	Comprehension
<ul style="list-style-type: none"> -Understand the five key concepts about print: <ul style="list-style-type: none"> -Print has meaning. -Print can have different purposes. -We read English text from left to right and from top to bottom. -The names of the different parts of a book. <ul style="list-style-type: none"> -Page sequencing. -Develop their phonological awareness, so that they can; <ul style="list-style-type: none"> -Spot suggested rhymes. -Count or clap syllables in a word. -Recognise words with the same initial sound, such as money and mother. -Engage in extended conversations about stories, learning new vocabulary. <p style="text-align: center; color: blue;">Aim- To read aloud accurately.</p>	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> -Use a wider range of vocabulary * -Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. * -Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> -Some sounds: r, j, th, ch, and sh. * -Multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. * -Use longer sentences of four to six words. * <p style="text-align: center;">Retrieval</p> <ul style="list-style-type: none"> -Pay attention to more than one thing at a time, which can be difficult. * -Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. -Understand ‘why questions, like: “Why do you think the caterpillar got so fat?” <ul style="list-style-type: none"> -Sing a large repertoire of songs. * -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. * -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. * <p style="text-align: center;">Sequence and Summarise</p> <ul style="list-style-type: none"> -Enjoy listening to longer stories and can remember much of what happens. * -Start a conversation with an adult or a friend and continue it for many turns. * -Uses talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver”. * <p style="text-align: center; color: blue;">Aim- To make personal reading choices and gives reasons/opinions for their selections.</p> <p style="font-size: small;">*Can be found in the EYFS Development Matters, Communication and Language objectives, Understanding area of learning. (Please note these should be achieved through communication and language opportunities).</p>

Progression Map for Reading @ Baldwins Gate Primary School

Reading- Reception

Below details work reading and comprehension progression including aims for Reception.

Word Reading	Comprehension
<p>-Read individual letters by saying the sounds for them.</p> <p>-Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>-Read some letter groups that each represent one sound and say sounds for them.</p> <p>-Read a few HRS (hard to read and spell words) matched to the Essential Letters and Sounds Phonic Programme the school uses.</p> <p>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few HRS words (i.e., house, mouse water or character names i.e., Biff, Chip, Kipper and Floppy).</p> <p>-Re-read these books to build their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>-Say a sound for each letter in the alphabet and at least 10 diagraphs.</p> <p>-Read words consistent with their phonic knowledge by sound-blending.</p> <p>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (HRS words, as seen above). **</p> <p style="color: blue;">Aim- To read aloud accurately.</p>	<p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">-Learn new vocabulary. *</p> <p style="text-align: center;">-Use new vocabulary throughout the day. *</p> <p style="text-align: center;">-Use new vocabulary in different contexts. *</p> <p style="text-align: center;">-Develop social phrases. *</p> <p style="text-align: center;">-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **</p> <p style="text-align: center;">Retrieval</p> <p style="text-align: center;">-Ask questions to find out more and to check they understand what has been said to them. *</p> <p style="text-align: center;">-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. *</p> <p style="text-align: center;">-Listen carefully to rhymes and songs, paying attention to how they sound. *</p> <p style="text-align: center;">-Learn rhymes, poems and songs. *</p> <p style="text-align: center;">-Engage in non-fiction books. *</p> <p style="text-align: center;">-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. **</p> <p style="text-align: center;">Sequence and Summarise</p> <p style="text-align: center;">-Articulate their ideas and thoughts in well-formed sentences. *</p> <p style="text-align: center;">-Connect one idea or action to another using a range of connectives. *</p> <p style="text-align: center;">-Describe events in some detail. *</p> <p style="text-align: center;">-Engage in story times.</p> <p style="text-align: center;">-Listen to and talk about stories to build familiarity and understanding. *</p> <p style="text-align: center;">-Retell the story, once they have developed a deep familiarity with the text, some in their own words. *</p> <p style="text-align: center;">-Listen to and talk about selected non-fiction to develop a deep familiarity with a new knowledge and vocabulary. *</p> <p style="text-align: center;">Inference</p> <p style="text-align: center;">-Engage in story times. *</p> <p style="text-align: center;">Predict</p> <p style="text-align: center;">-Engage in story times. *</p> <p style="text-align: center;">-Anticipate-where appropriate- key events in the stories. **</p> <p style="color: blue; font-size: small;">Aim- To make personal reading choices and gives reasons/opinions for their selections.</p> <p style="font-size: x-small;">*Can be found in the EYFS Development Matters, Communication and Language objectives, Understanding area of Learning. (Please note these should be achieved through communication and language opportunities).</p> <p style="font-size: x-small; color: blue;">**EYFS Early Learning Goal Descriptor.</p>

Progression Map for Reading @ Baldwins Gate Primary School

Reading-Year 1

Below details work reading and comprehension progression including aims for year 1.

Word Reading	Comprehension
<ul style="list-style-type: none"> -Read aloud accurately, books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. -Re-read books to build up fluency and confidence in word reading. -Apply phonic knowledge and skills as the route to decode words. -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable, alternate sounds for graphemes. -Read accurately by blending sounds in unfamiliar words containing the GPCs that have been taught. -Recognise and use the different ways of pronouncing the same grapheme. -Read HRS words, noting unusual correspondence between spelling and sound where these occur in the word. -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est. -Read other words of more than one syllable that contain taught GPCs. -Split two and three syllable words, including separate syllables to support blending for reading. -Read words with contractions (e.g. I'm, I'll, we'll, etc.) and understand that the apostrophe represents the omitted letters. <p style="text-align: center; color: blue;">Aim- To read aloud accurately.</p>	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> -Discuss word meanings, link new meanings to those already known. <p style="text-align: center;">Retrieval</p> <ul style="list-style-type: none"> -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently. -Check that the text makes sense to them as they read and correct inaccurate reading, with prompting initially but building increasing independence. -Discuss the significance of the title and events in a book. -Discuss the main events in a story. -Demonstrate understanding of texts by answering questions related to who, what, where, when. -Explain clearly their understanding of what is read to them. -Identify the main characters in a story. -Develop and demonstrate their understanding of characters and events through role-play and drama. -Locate parts of the text by naming or labelling e.g. titles, contents page and labelled diagrams. -Can use parts of the text to find information. <p style="text-align: center;">Sequence and Summarise</p> <ul style="list-style-type: none"> -Becomes familiar with key stories, fairy stories and traditional tales, re-telling them and considering their particular characteristics. -Orally retells familiar stories. -Enjoys and recites simple rhymes and poems. -Recognise and joins in with language patterns and reptation during class story time. -Clearly explain their understanding of what is read to them through discussion, listen to what others say, taking turns to speak and express simple opinions. <p style="text-align: center;">Inference</p> <ul style="list-style-type: none"> -Make simple inferences on the basis of what is being said and done. -Draws on what they already know or on background information and vocabulary provided by the teacher. (When prompted by a teacher through questioning). <p style="text-align: center;">Predict</p> <ul style="list-style-type: none"> -Predicts what might happen on the basis of what has been read so far and give their own simple reasons. <p style="text-align: center; color: blue;">Aim- To make personal reading choices and gives reasons/opinions for their selections.</p>

Progression Map for Reading @ Baldwins Gate Primary School

Reading-Year 2

Below details work reading and comprehension progression including aims for year 2.

Word Reading	Comprehension
<p>-Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.</p> <p>-Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>-Develop recognition of high frequency words.</p> <p>-Re-read books to build up their fluency and confidence in word reading.</p> <p>-Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>-Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>-Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>-Read words containing common suffixes e.g.-ing, -ed, -er, -est, and -y.</p> <p>-Read HRS words (Year One and further Year Two words), noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p style="color: blue; margin-top: 20px;">Aim- To read aloud accurately.</p>	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> -Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. <li style="padding-left: 20px;">-Discussing their favourite phrases and words. <li style="padding-left: 20px;">-Recognise the use of repetitive language within a story or poem. -Take note of punctuation when reading e.g., pausing at full stops, question marks and exclamation marks. -Identify and discuss words within the context of a text, using morphology to work out the meaning of unfamiliar words. <p style="text-align: center;">Retrieval</p> <ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher. <li style="padding-left: 20px;">-Checking that the text makes sense to them as they read, and correcting in accurate reading. -Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why and how questions. <p>-Participate in discussions giving responses to the thoughts and ideas of others 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. Including texts that are at a level beyond that at which they can read independently.</p> <ul style="list-style-type: none"> -Explain and understand books, poems and other materials both those that they listen to and those that they read for themselves. <li style="padding-left: 20px;">-Pose and orally rehearse questions prior to reading non-fiction texts. <li style="padding-left: 40px;">-Discuss their understanding of a text and give opinions. <p>-Develop and demonstrate their understanding of characters and events through role play and drama drawing on the language of the text.</p> <ul style="list-style-type: none"> -Identify how specific information is organised within a non-fiction text e.g., sub-headings, contents, bullet points etc. <p style="text-align: center;">Sequence and Summarise</p> <ul style="list-style-type: none"> -Introduced to non-fiction books that are structured in different ways i.e.- Biographies, historical reports and fact books etc. -Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. <p>-Continuing to build up a repertoire of poems learnt by hearing, appreciating and reciting with appropriate intonation to make the meaning clear.</p> <ul style="list-style-type: none"> -Discussing the sequence of events in books and how different information is related. <li style="padding-left: 20px;">-Capture in writing, information about the main character. <p style="text-align: center;">Inference</p> <ul style="list-style-type: none"> -Making inferences on the basis of what is being said and done, referring to specific evidence from the text. <li style="padding-left: 20px;">-To make links between my own reading and other texts that I have read. <p style="text-align: center;">Predict</p> <ul style="list-style-type: none"> -Predict what might happen on the basis of what has been read so far and give reasons. <p style="color: blue; margin-top: 10px;">Aim- To make personal reading choices and gives reasons/opinions for their selections. Demonstrating enthusiasm for certain authors and types of books.</p>

Progression Map for Reading @ Baldwins Gate Primary School

Reading-Year 3

Below details work reading and comprehension progression including aims for year 3.

Word Reading	Comprehension
<p>-Use knowledge of root words to understand meanings of words e.g., drama, dramatic, dramatically.</p> <p>-Use prefixes to understand meanings e.g., re-meaning again or back, pre-meaning before.</p> <p>-Use suffixes to understand meanings e.g. -ly meaning in this way.</p> <p>-Read and understand selected HRS words from the Years 3 list (taken from NC Year 3 and 4 list).</p> <p style="color: blue;">Aim- To read aloud accurately.</p>	<p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">-See word reading.</p> <p>-Check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Work out the meaning of unfamiliar words by using the context and offer explanations.</p> <p>-Use dictionaries (first two letters, progressing to 3) to check the meaning of words read, identifying the appropriate definition in relation to context.</p> <p style="text-align: center;">Retrieval</p> <p>-Retrieve and record information from non-fiction texts. Complete charts using key words, phrases and sentences. Make notes from non-fiction texts. -Use prior knowledge and prepare for research by creating a mind-map of what is already known about the subject.</p> <p>-Identify how specific information is organised within a non-fiction text e.g., sub headings, bullet points, glossaries and diagrams. -Locate features of information texts in print and on screen e.g., contents, index, page numbers, hyperlinks and icons.</p> <p style="text-align: center;">Sequence and Summarise</p> <p>-Prepare poems or play scripts to read aloud by text marking, colour coding or annotating to support rehearsal or performance. Show understanding through intonation, volume and action. -Identify and record the main events of a story in sequence e.g., story board or story map and use to re-tell. -Orally re-tell stories including detail and vocabulary from the text to engage the reader. Engage through eye contact and gesture. -Use appropriate intonation and expression when reading aloud.</p> <p>-Take note of punctuation when reading aloud e.g., show rising inflection in response to a question mark or change of voice due to speech marks.</p> <p style="text-align: center;">Inference</p> <p style="text-align: center;">-Raise own questions during the reading process to deepen understanding.</p> <p>-Draw inferences around character actions, thoughts and feelings e.g., why did the Pied Piper take revenge? -Use a title, cover and blurb to determine whether a book will provide relevant information for research.</p> <p style="text-align: center;">Predict</p> <p style="text-align: center;">-Making predictions based on details stated. Justifying their predictions using evidence from the text.</p> <p style="text-align: center;">Compare, Contrast and Comment</p> <p>-Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction, and reference books or texts books. -Discuss their understanding of the text using tentative language e.g., perhaps etc. -Responds to a statement using true or false; give simple reasons, drawing on the text. -Discuss the purpose of paragraphs in non-fiction texts e.g., non-chronological reports, biographies, letters. -Analyse texts looking at structure and presentation e.g., persuasive leaflets and letters, shape poems and calligrams.</p> <p>-Participate in discussion about what is read to them, and books they have read independently e.g., answering questions and making relevant comments. -Develop and agree rules for effective discussion, taking turns and listening to what others say. -Discuss and follow simple rules for discussion.</p> <p>-Discuss conventions in fairy tales, folk tales or traditional tales, introduced by the teacher e.g., a wish repeated several times. -Discuss themes in fairy stories, folk stories or traditional tales e.g., good over evil, wise and foolish. -Make contributions in group situations e.g., pairs and guided groups.</p> <p style="text-align: center;">Author</p> <p style="text-align: center;">-Use appropriate terminology when discussing texts (plot, character, setting).</p> <p>-Identify and discuss favourite words and phrases which capture the reader's interest and imagination, commenting on the authors' choice of words and phrases for effect.</p> <p style="color: blue;">Aim- To make personal reading choices and gives reasons/opinions for their selections. Demonstrating enthusiasm for certain authors and types of books.</p>

Progression Map for Reading @ Baldwins Gate Primary School

Reading-Year 4

Below details work reading and comprehension progression including aims for year 4.

Word Reading	Comprehension
<p>-Use knowledge of root words to understand meanings of words e.g., fame, famous, famously.</p> <p>-Use prefixes to understand meanings e.g., ir-meaning not or il – meaning not.</p> <p>-Use suffixes to understand meanings of nouns e.g. -tion meaning act of or state of.</p> <p>-Read and understand selected HRS words from the Year 4 list (taken from NC Year 3 and 4 list).</p> <p style="color: blue;">Aim- To read aloud accurately.</p>	<p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">-See word reading.</p> <p style="text-align: center;">-Discuss vocabulary used to capture readers' interest and imagination.</p> <p>-Use dictionaries (first 3 letters) to check meanings of words they have read, identifying the appropriate definition and explaining its use in relation to the context of the text.</p> <p>-Identify, discuss and independently collect favourite words and phrases which capture the reader's interest and imagination in poetry and narrative texts e.g. similes and metaphors.</p> <p style="text-align: center;">-Explain the meaning of key vocabulary within the context of the text. Work out the meaning of unfamiliar words from the context.</p> <p style="text-align: center;">Retrieval</p> <p style="text-align: center;">-Read for a range of purposes.</p> <p style="text-align: center;">-Evaluate how specific information is organised within a non-fiction text e.g., text boxes, glossaries or diagrams.</p> <p style="text-align: center;">-Use all of the organisational devices available within a non-fiction text to retrieve and discuss information.</p> <p>-Prepare for research by identifying what is already known about the subject and generate and pose key questions to structure the task, considering where and how to research.</p> <p style="text-align: center;">-Scan texts in print or on screen to locate dates, numbers, names, headings, lists, bullet points, captions etc.</p> <p style="text-align: center;">-Identify how language, structure and presentation contribute to meaning.</p> <p style="text-align: center;">Sequence and Summarise</p> <p>-Identify the main ideas drawn from more than one paragraph and summarise these orally and in writing e.g., the character is evil because... (i.e. give three reasons from across a text).</p> <p style="text-align: center;">-Identify how paragraphs are used to sequence and organise information, how they can build up information effectively and how links are made between them.</p> <p style="text-align: center;">-Prepare and perform poem or play. Use text marking, colour coding or annotating to support planning or performance.</p> <p style="text-align: center;">-Perform with expression.</p> <p>-Orally retell myths, fairy tales and tales from other cultures, engaging the listener through dramatic use of voice and actions, eye contact, expression, gesture and props.</p> <p style="text-align: center;">-Use punctuation and the meaning of key words to determine intonation and expression when reading aloud to a range of audiences.</p> <p style="text-align: center;">-Quickly appraise a text to evaluate its usefulness.</p> <p style="text-align: center;">Inference</p> <p style="text-align: center;">-Draw on inferences around a character's actions and justify with evidence from the text.</p> <p style="text-align: center;">-Distinguish between information which is stated and that which is implied.</p> <p style="text-align: center;">Predict</p> <p style="text-align: center;">-Make predictions from different parts of the story, based on information stated and that which is implied.</p> <p style="text-align: center;">Compare, Contrast and Comment</p> <p style="text-align: center;">-Discuss and compare texts from a wide variety of genres and writers.</p> <p style="text-align: center;">-Identify themes and conventions in a wide range of books.</p> <p style="text-align: center;">-Recognise and analyse a wider range of poetry e.g., haiku, limericks, kennings, classic poems, narrative poems.</p> <p>-Participate in discussion about what is read to them and books they have read independently e.g., expressing preferences, providing opinions, making relevant comments, building on the ideas of others etc.</p> <p style="text-align: center;">-Evaluate rules of effective discussion.</p> <p style="text-align: center;">-Make extended contributions and respond to others in a variety of group situations.</p> <p>-Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning e.g., poems with a structure.</p> <p style="text-align: center;">Author</p> <p style="text-align: center;">-Talk about the authors' style, overall themes, genre features and presentation,</p> <p style="color: blue;">Aim- To make personal reading choices and gives reasons/opinions for their selections. Demonstrating enthusiasm for certain authors and types of books.</p>

Progression Map for Reading @ Baldwins Gate Primary School

Reading-Year 5

Below details work reading and comprehension progression including aims for year 5.

Word Reading	Comprehension
<p>-To use knowledge of root words and suffixes to understand meanings e.g.-ible means capable of.</p> <p>-Read and understand selected HRS words from the Year 5 list (taken from NC Year 5 and 6).</p> <p>Aim- To read aloud accurately.</p>	<p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">-See word reading.</p> <ul style="list-style-type: none"> -Identify how language structure and presentation contribute to meaning in poetry. -Identify unfamiliar vocabulary and discuss possible meanings. -Use devices to indicate parenthesis (commas, dashes and brackets). <p style="text-align: center;">-Check a text makes sense to them, distinguishing their understanding and exploring meaning of words in context.</p> <p style="text-align: center;">Retrieval</p> <ul style="list-style-type: none"> -Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books, retrieving, recording and discussing information. -Use close reading, re-reading and reading ahead to locate evidence to support statements provided by the teacher, initially and then with increasing independence discuss and capture in writing. -Distinguish between statements of fact and opinion within a text e.g., persuasion. -Scan texts in print or on screen to locate dates, numbers, names, headings, lists, bullet points, captions, key words or phrases etc. <p style="text-align: center;">Sequence and Summarise</p> <ul style="list-style-type: none"> -Identifying main ideas draw from more than one paragraph and summaries these (writing a statement or paragraph heading to summarise). Extend to summarising ideas from more than one paragraph. -Continually show awareness of audience when reading out loud (including preparing play scripts to perform- reading aloud and then by heart) using intonation, tone, volume and action. -Reading books that are structured in different ways, and reading for a range of purposes. -Use punctuation to determine intonation and expression when reading aloud, taking note of how commas are used to avoid ambiguity. <p style="text-align: center;">Inference</p> <ul style="list-style-type: none"> -Using a piece of evidence, (e.g., a section of speech or description of a character's behaviour) draw inferences around the character's thoughts, feelings and motives, and justify opinions through evidence. <p style="text-align: center;">Predict</p> <ul style="list-style-type: none"> -Use clues from characters actions and speech to make plausible predictions that are justified, predict consequences using a combination of information including that which is stated and implied. <p style="text-align: center;">Compare, Contrast and Comment</p> <ul style="list-style-type: none"> -Discuss and compare texts from a wide variety of genres and writers. -Identify, discuss and analyse themes and conventions, and across a wide range of writing. -Discuss a theme within a text, identified by the teacher initially e.g., from rags to riches. Explore how the theme acts as a one-word summary of the story, identifying evidence to support this- across a range of writing. -Recognise and discuss some different forms of poetry (e.g., free verse or narrative poetry). -Compare characters within a text e.g., two different characters or the same character at different points and capture in writing. -Compare different viewpoints. -Compare settings within a text and across texts. - Following a presentation linked to reading, ask and answer questions to deepen understanding and generate further discussion. -Make active contributions to discussions about fiction, non-fiction and poetry, expressing opinions and preferences and giving reasons. -Prepare and deliver a short oral presentation linked to fiction or non-fiction e.g., author recommendation, explaining their understanding of what they have read. -Recommend books and poems to their peers with reasons for choices, including recommendations for fiction books authors and non-fiction texts. <p style="text-align: center;">Author</p> <ul style="list-style-type: none"> -Talk about the author's style, overall themes, genre features and presentation. -Talk about how the authors language, structure and presentation contribute to meaning. -Formulate a simple hypothesis related to non-fiction e.g. I think that the author believes alien should exist, and through close reading locate clues to support this. -Explore, recognise and use the terms simile and metaphor. Explain the effect on the reader of the author's use of similes and metaphors in fiction and poetry. -Explore imagery in fiction and poetry, recognising and explaining the effect of non-phrases. <p>Aim- To make personal reading choices and gives reasons/opinions for their selections. Demonstrating enthusiasm for certain authors and types of books.</p>

Progression Map for Reading @ Baldwins Gate Primary School

Reading-Year 6

Below details work reading and comprehension progression including aims for year 6.

Word Reading	Comprehension
<p>-Work out unfamiliar words by focusing on all letters in a word e.g., not reading invitation as imitation.</p> <p>-Use knowledge of root words and suffixes to understand meaning e.g. - cious meaning having or full of.</p> <p>-Use knowledge of root word, prefixes and suffixes to investigate how the meanings of words change.</p> <p>-Use etymology to help with the pronunciation of new words.</p> <p>-Read and understand selected HRS words from the Year 6 list (taken from NC year 5 and 6).</p> <p style="color: blue;">Aim- To read aloud accurately.</p>	<p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">-See word reading.</p> <p style="text-align: center;">-Identify unfamiliar vocabulary and discuss possible meanings.</p> <p style="text-align: center;">Retrieval</p> <p style="text-align: center;">-Independently tell the difference between statements of fact and opinion providing reasoned justifications for my views.</p> <p>-Retrieve, record and make notes and present information from non-fiction, including texts used in other subjects. Use simple abbreviations when note taking (understand clearly what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt).</p> <p style="text-align: center;">-Use non-fiction materials for purposeful information retrieval and in contexts where they are genuinely motivated to find out information.</p> <p>-Use close reading, re-reading and reading ahead to locate evidence to support statements, provided by the teacher initially but progressing to increased independence. Discuss and capture writing.</p> <p>-Formulate a simple hypothesis related to fiction and non-fiction texts and through close reading, re-reading and reading ahead, locate clues to support this. (Discuss and capture in writing).</p> <p style="text-align: center;">Sequence and Summarise</p> <p>-Discuss complex themes within a text. Explore how the theme acts as a one-word summary, identifying evidence to support this. Make own suggestions for themes and compare these across a range of texts and authors.</p> <p>-Prepare a poem to read aloud and perform with dramatic effect (reading aloud and then by heart). Use intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotation to support planning and rehearsal.</p> <p style="text-align: center;">-Skim and scan across a longer text for location of specific information, Group ideas together in a logical manner.</p> <p>-Identify the main idea of a paragraph in fiction and non-fiction and write a statement or paragraph heading to summarise. Extend to summarising ideas from more than one paragraph.</p> <p style="text-align: center;">Inference</p> <p>-Using a piece of evidence, (e.g., a section of speech or description of a character's behaviour) infer character's thoughts, feelings and motives, and justify opinions through evidence.</p> <p style="text-align: center;">-Identify how language structure and presentation contribute to meaning.</p> <p style="text-align: center;">Predict</p> <p>-Use clues from character's actions and speech to make plausible predictions. Predict consequences using a combination of information including that which is stated and implied.</p> <p style="text-align: center;">Compare, Contrast and Comment</p> <p style="text-align: center;">-Read, discuss, compare and evaluate a wide range of genres for pleasure.</p> <p>-Prepare and deliver simple presentations, explaining and discussing their understanding of what they have read. Use visual aids appropriately to support.</p> <p style="text-align: center;">-Challenge the views of others and participate in debate. Prepare and deliver formal presentations including debates.</p> <p style="text-align: center;">-Maintain focus on the topic and make notes where necessary,</p> <p>-Listen to guidance and feedback on the quality of their explanations and contributions to discussions. Making improvements when participating in discussions.</p> <p>-Compare characters, settings and themes in detail and with supporting evidence, within and across texts. E.g., Being an evacuee in Carrie's War and Goodnight Mr Tom.</p> <p style="text-align: center;">-Compare texts written in different periods within and across different texts.</p> <p style="text-align: center;">-Consider different accounts of the same event, discussing viewpoints (both of authors and of fictional characters).</p> <p style="text-align: center;">-Analyse the conventions of different types of writing e.g., use of rhetorical questions or alliteration in persuasive adverts.</p> <p>-Make active contributions to discussions about what is read to them and books they have read independently, taking turns and listening to what others say. (Building on the thoughts and opinions of others).</p> <p style="text-align: center;">-Respond to questions from an audience following a presentation linked to reading. Spend time structuring a response before presenting.</p> <p>-Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.</p> <p>-Recommend books and poems to their peers orally and in writing, with detailed reasons for choices, including recommendations for fiction books, authors and non-fiction texts.</p> <p style="text-align: center;">Author</p> <p style="text-align: center;">-Explore recognise and use the term personification and describe its effect within a text.</p> <p style="text-align: center;">-Explore recognise and use the term analogy and describe its effect within a text.</p> <p style="text-align: center;">-Explore, recognise and use the terms style and effect and describe its effect within a text.</p> <p style="text-align: center;">-Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</p> <p style="color: blue;">Aim- To make personal reading choices and gives reasons/opinions for their selections. Demonstrating enthusiasm for certain authors and types of books.</p>

Harder To Read and Spell Words

Year Group	Words
Nursery	Their own first name
Reception	Oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very, Biff, Chip, Kipper, Floppy*
Year One	please, once, any, many, again, who, whole, where, two, here, sugar, friend, because
Year Two	Door, floor, poor, find, kind, mind, behind, child (children), wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, great, break, steak, pretty, beautiful, father, hour, move, prove, improve, eye, any, many, clothes, busy, water, half, money, parents, Christmas.
Year Three	Accident, consider, group, accidentally, continue, guard, actual, decide, guide, actually, describe, heard, address, different, heart, although, difficult, height, answer, disappear, history, appear, early, imagine, arrive, earth, increase, believe, eight, important, bicycle, eighth, interest, breath, enough, island, build, exercise, knowledge, busy, experience, learn, business, extreme, length, calendar, famous, library, caught, favourite, material, centre, February, medicine, century, forward, mention, certain, forwards, minute, circle, fruit, natural, complete, grammar, naughty, notice, regular, occasion, reign, occasionally, remember, often, sentence, opposite, separate, ordinary, special, particular, straight, peculiar, strange, perhaps, strength, popular, suppose, position, surprise, possess, therefore, possession, though, possible, thought, potatoes, through, pressure, various, probably, weight, promise, woman, purpose, women, quarter, question, recent
Year Four	
Year Five	Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip, equipped, equipment, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate, immediately, individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere, sincerely, soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht
Year Six	

*Names from reading scheme.