

Grange Junior School Progression in Reading



	Y2	Y3	Y4	Y5	Y6
Oral 1 (reference range)		Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint)	Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books)	Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint)	Read books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future
	Orally retell known stories, linked to the Y2 range	Orally retell whole stories/sections of stories linked to the Y3 range	Orally retell whole stories/sections of stories linked to the Y4 range		
	Recite poems by heart, using intonation to make the meaning clear e.g. The Sound Collector (Roger McGough) Walking With My Iguana (Brian Moses) Daddy (Noyes) Fell into the Pond (Noyes)	Recite poems by heart, using intonation, tone and volume to gain the interest of the listener e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee)	Recite poems by heart, using intonation, tone and volume to maintain the interest of the listener e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick)	Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes)	Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela)

	Y2	Y3	Y4	Y5	Y6
	<p>Read aloud books matched to Y2 phonicknowledge</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action</p>	<p>Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play</p>	<p>Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play</p>	<p>Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues</p>

Organisation and research

	Y2	Y3	Y4	Y5	Y6
<p>Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end</p> <p>Identify the sequence of events in non-fiction and how these are related e.g. introductions /conclusions</p>	<p>Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed.</p>	<p>Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report</p>	<p>Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue</p> <p>Explain their thinking through making reference to key details e.g. quoting from the text</p>	<p>Summarise ideas, events and information throughout a text and across texts (about a common topic)</p> <p>Explain their thinking through making reference to key details and comparisons</p>	
<p>Use titles, headings, pictures and blurbs to locate relevant information</p>	<p>Use contents and sub-headings to locate relevant information</p>	<p>Use contents, indexes, glossaries and sub-headings to locate specific information</p>			
	<p>Identify a main topic to research, independently and through shared reading</p>	<p>Independently identify key questions to research about a topic</p>	<p>Independently devise key questions and identify themes to research e.g. pollution, recycling</p>	<p>Independently devise key questions and identify themes to research e.g. racism, slavery</p>	
<p>Use scanning to locate a single piece of information, in response to questions from the teacher</p>	<p>Use skimming to locate main ideas in the text</p> <p>Use scanning to locate pieces of information</p>	<p>Use skimming to locate main ideas in the text</p> <p>Use scanning to locate specific information</p>	<p>Use skimming and scanning to locate information efficiently across a range of sources</p>	<p>Use skimming and scanning to locate information selectively and precisely across a range of sources</p>	

Organisation and Research	Y2	Y3	Y4	Y5	Y6
		Identify the structural conventions of non-fiction in relation to the text type (see range)	Identify the structural conventions of non-fiction in relation to the text type (see range)	Identify the structural conventions of non-fiction in relation to the text type (see range)	Identify the structural conventions of non-fiction in relation to the text type (see range)
	Understand the structure of the non-fiction texts used	Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems; rhyme in rap; direction/size of print in 'Emily Brown and the Thing'	Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork	Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument	Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories
				Distinguish between fact and opinion	Distinguish between fact, opinion and bias
	List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions	Make notes from one source to capture key information about a topic e.g. information about penguins' habitats through recording or highlighting sentences/ key words	Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? through highlighting/recording keywords and phrases; using bullet points; diagrams; symbols; abbreviations; mind-mapping	Make notes from several sources to gather information Explore and use their own techniques to make notes	Make notes from several sources to gather information Make choices about the most efficient techniques to make notes

	Y2	Y3	Y4	Y5	Y6
				Refine notes by disregarding <i>irrelevant</i> information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica	Refine notes by disregarding <i>unreliable</i> information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research
				Use notes to support presentations and debates	Use notes to support presentations and debates

Response

	Y2	Y3	Y4	Y5	Y6
	Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently	Discuss their understanding of both texts they have read independently and those read to them (see range)	Discuss their understanding of both texts they have read independently and those read to them (see range)	Discuss their understanding of both texts they have read independently and those read to them (see range)	Discuss their understanding of both texts they have read independently and those read to them (see range)
	Express a single point of view about a text	Express their views and listen to the views of others	Explain their views, listen to others' views and respond	Explain and develop their own views and build effectively on those of others	Explain and extend their own views and challenge those of others
		Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil	Identify the author's message about the theme e.g. being honest is the best way to be; it's ok to lie when you need to	Identify an author's treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo's treatment of WWII	Identify how the same theme is represented across texts e.g. loss in WWI poetry/narratives and how multiple themes are presented in longer narratives e.g. 'Trash' is about courage, poverty, perseverance
	Draw on what they already know to understand a text e.g. through: the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour?)	Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man?	Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean?	Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences?	Ask specific questions to develop understanding of a text, topic or theme , including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)

Response

	Y2	Y3	Y4	Y5	Y6
	Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because mum told Tom not to lie again	Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied	Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble	Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: <ul style="list-style-type: none"> - he's a murderer - the witches suggest it 	Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because: <ul style="list-style-type: none"> - it's a tragedy - villains often lose
	Make inferences on the basis of what is said and done e.g. I think something bad will happen to Hansel and Gretel because they've been left on their own	Draw inferences about characters' thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads	Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real	Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move house because he doesn't pack; he leaves his favourite toy behind on purpose and he's always anxious	Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told
		Justify inferences with a single piece of evidence from the text to support one specific point	Justify inferences with several pieces of evidence from the text to support one specific point	Justify their inferences and views with a variety of references from across the text	Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument

Response

	Y2	Y3	Y4	Y5	Y6
	Discuss favourite words and phrases	Identify the language conventions of non-fiction in relation to the text type (see range)	Identify the language conventions of non-fiction in relation to the text type (see range)		
	Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way.	Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because he gave his money away	Explain the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't	Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material	Explore the meaning of words in different contexts within fiction and non-fiction e.g. 'flexible' means he was prepared to compromise/means it was bendy
	Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide	Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck	Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are	Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness.	Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact
	Use age appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant Dictionaries	Use age appropriate dictionaries to check the meanings of words	Use age appropriate dictionaries to check the meanings of words	Use age appropriate dictionaries and thesauri to check the meanings of words	Use age appropriate dictionaries and thesauri to check the meanings of words

Word Reading

	Y2	Y3	Y4	Y5	Y6
	<p>accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. <u>too</u>, <u>chew</u>, <u>shoe</u>, <u>blue</u></p> <p>note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words</p> <p>read accurately words of two or more syllables</p> <p>read words containing common suffixes e.g. -ment, -less, -ful, -ness</p> <p>automatically read unfamiliar words accurately and without undue hesitation when reading aloud</p> <p>read fluently and confidently in line with the Y2 range</p>	<p>In line with Appendix 1:</p> <ul style="list-style-type: none"> - apply their knowledge of root words, prefixes and suffixes to read aloud - note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words 	<p>In line with Appendix 1:</p> <ul style="list-style-type: none"> - apply their knowledge of root words, prefixes and suffixes to read aloud - note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words 	<p>In line with Appendix 1:</p> <ul style="list-style-type: none"> - apply their knowledge of root words, prefixes and suffixes to read aloud 	<p>In line with Appendix 1:</p> <ul style="list-style-type: none"> - apply their knowledge of root words, prefixes and suffixes to read aloud

In all year groups, pupils should be able to read texts that are in line with the word reading expectations for their year group. They should also be exposed to texts beyond the level at which they can read independently, through listening to texts read aloud and through shared reading. In both cases, pupils should read texts that range not only in their content but also in the way they are structured. As their skills develop, pupils should be able to select and refine their choice of texts for a range of purposes.

	Y2	Y3	Y4	Y5	Y6
Range	Read a wide range of contemporary and classic poems, stories, traditional tales and non-fiction accurately and fluently	Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently	Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently	Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry	Read a wide range of modern fiction, fiction from our literary heritage and from other cultures and traditions, non-fiction and different forms of poetry