



Skills Progression

Progression in Reading

At William de Yaxley, Reading for fluency and comprehension is taught using Reading Reconsidered techniques. Phonics is taught in all year groups using Sounds Write.

"Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain's resources are available to focus on lifting the meaning from the page: connecting the words, sentences and text. As children gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it." (The reading framework: teaching the foundations of literacy, DfE, 2021)

Vocabulary is taught discretely so that the children "acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language" (National Curriculum)

William de Yaxley has a progressive Reading Canon. These texts have been selected in order that, where appropriate, children build on prior knowledge. While the main texts are fiction, children also read, both in reading lessons and other subjects, non-fiction that also build on prior knowledge.

William de Yaxley created a progression document for Reading, drawing on assessment materials to identify the expectations in in Year Group for discussion and answers in the skills of retrieval and inference. However, while the skills or strategies of inference, retrieval, etc. can be taught, comprehension is dependent on the children developing accuracy, automaticity and prosody. This increases as the children experience reading through our Reading Canon.

Year 3 is learning :

Autumn	Spring	Summer
<u>Text Analysis</u>	<u>Text Analysis</u>	<u>Text Analysis</u>

Plot : Plot Outline Viewpoint : Characters Genre : Plot type Setting : Vocabulary choices Word Reading • apply their growing knowledge of root words (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.	Plot : Problem / Dilemma; hooks Viewpoint : Narrative viewpoint / relationships Genre : Plot type Setting : Vocabulary choices / mood Word Reading • apply their growing knowledge of root words and prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.	Plot : Problem / Dilemma; Closure Viewpoint : Narrative viewpoint / relationships Genre : Plot type Setting : Vocabulary choices / mood / theme Word Reading • apply their growing knowledge of root words and prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
• Retell familiar stories (fairy stories) orally. • Identify themes and conventions • Read aloud poems and play scripts showing understanding through intonation. • Discuss words and phrases that capture the reader's interest and imagination • Read easily, fluently and with good understanding • Read widely and often, for both pleasure and information • Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • Explain understanding using evidence from one place in the text. • Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. • check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • ask questions to improve their understanding of a text • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated • 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		

Year 4 is learning ...		
Autumn	Spring	Summer
Text Analysis Plot : Plot Outline; problem + dilemma Viewpoint : Characters Genre : Plot type Setting : Vocabulary choices Word Reading continue to apply their growing knowledge of root words and prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.	Text Analysis Plot : Closure; hooks Viewpoint : narrative conflict Genre : Plot type Setting : Mood Word Reading continue to apply their growing knowledge of root words and prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.	Text Analysis Plot : Mini problems Viewpoint : authorial viewpoint Genre : Plot type Setting : Theme Word Reading continue to apply their growing knowledge of root words and prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
- Retell stories (myths and legends) orally. - Use dictionaries to check the meaning of words that they have read - Read aloud poems and play scripts showing understanding through intonation, tone, volume and action. - Identifying themes and conventions in a wide range of books - Read aloud poems and play scripts showing understanding through intonation. - Discuss words and phrases that capture the reader's interest and imagination - Read easily, fluently and with good understanding - Read widely and often, for both pleasure and information - Appreciate our rich and varied literary heritage - Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences - Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas - identify main ideas drawn from more than one paragraph and summarising these - Explain understanding using evidence from more than one place in the text.		

- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- identify how language, structure, and presentation contribute to meaning
- check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- ask questions to improve their understanding of a text
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated
- 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

Year 5 is learning ...

Autumn	Spring	Summer
Text Analysis Plot : Plot Outline; problem + dilemma Viewpoint : Characters Genre : Plot type Setting : Vocabulary choices Word Reading apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Text Analysis Plot : Closure; hooks Viewpoint : narrative conflict Genre : Plot type Setting : Mood; theme Word Reading apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Text Analysis Plot : Mini problems Viewpoint : authorial viewpoint Genre : Plot type Setting : anthropomorphism; tone Word Reading apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

- Identify and discuss themes and conventions across a range of genres
- Make comparisons within and across books
- Learn poetry by heart; perform poetry using intonation, tone and volume

- Show understanding 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 one 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 6 is learning ...

Autumn	Spring	Summer
<u>Text Analysis</u> Plot : Plot Outline; problem + dilemma Viewpoint : Characters Genre : Plot type Setting : Vocabulary choices Word Reading apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	<u>Text Analysis</u> Plot : Closure; hooks Viewpoint : narrative conflict Genre : Plot type Setting : Mood; theme Word Reading apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	<u>Text Analysis</u> Plot : Mini problems Viewpoint : authorial viewpoint Genre : Plot type Setting : anthropomorphism; tone Word Reading apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

- Identify and discuss themes and conventions across a range of genres
- Make comparisons within and across books
- Learn poetry by heart; perform poetry using intonation, tone and volume
- Show understanding 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 one 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.