**The Bigger Picture: Reading Progression**

**Where the children have come from and where they are heading.**

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|  | **Years 3 & 4** | **Years 5 & 6** | **KS3** |
| **Word Reading** | **Pupils should be taught to:**   * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both when reading aloud & 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 |  |
| **Comprehension** | **Attitudes to & Understanding of Reading** | **Attitudes to & Understanding of Reading** | **Attitudes to & Understanding of Reading** |
| **Pupils should be taught to:**   * Read books that are structured in different ways; read for a range of purposes | | **Pupils should be taught to:**   * Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plans with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literature * Choose and read books independently for challenge, interest and enjoyment * Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons |
| * Prepare poems & play scripts to read aloud / perform, showing understanding through intonation, tone, volume & action | |
| * Listen to & discuss a wide range of fiction, poetry, plays, non-fiction & reference / textbooks | * Continue to read & discuss an increasingly wide range of fiction, poetry, plays, non-fiction & reference / textbooks |
| * Use dictionaries to check the meaning of words they have read |  |
| * Increase familiarity with a wide range of books: fairy stories, myths & legends and retell some of these orally | * Increase familiarity with a wide range of books: myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions |
| * Discuss words & phrases that capture the reader’s interest & imagination |  |
| * Recognise some different forms of poetry (free verse, narrative etc) | * Learn a wider range of poetry by heart |
|  | * Recommend books that they have read to their peers, giving reasons for their choices |
|  | * Making comparisons within & across books |
| **Understanding the Text** | **Understanding the Text** | **Understanding the Text** |
| **Pupils should be taught to:**   * Check that the text makes sense to them, discuss understanding and explain the meaning of words in context | | **Pupils should be taught to:**   * Learn new vocabulary, relating it explicitly to known vocab & understanding it with the help of context & dictionaries * Make inferences & refer to evidence * Know the purpose, audience for & context of the writing & drawing on this knowledge to support comprehension * Check understanding – make sense |
| * Ask questions to improve their understanding | |
| * Draw inferences – inferring characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence from the text | |
| * Predict what might happen from details stated and implied | |
| * Identify how language, structure and presentation contribute to meaning | |
| * Identify main ideas drawn from more than one paragraph and summarising these | * Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas |
| **Pupils should be taught to:**   * Retrieve and record information from non- fiction | **Pupils should be taught to:**   * Retrieve, record and present information from non-fiction | **Pupils should be taught to:**   * Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features presents meaning * Recognise a range of poetic conventions, understanding how these have been used * Study setting, plot & characterisation & the effects of these * Understand how the work of dramatists is communicated effectively through performance & how alternative staging allows for different interpretations of a play * Make critical comparisons across texts * Study a range of authors, including at least 2 authors in depth each year |
| * Participate in discussion about both books that are read to them & those they can read for themselves, taking turns & listening to what others say | * Participate in discussion about both books that are read to them & those they can read for themselves, building on their own and other’s ideas and challenging views courteously |
|  | * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
|  | * Distinguish between statements of fact and opinion |
|  | * 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 |