**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
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| * Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word
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| **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
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| * Prepare poems & play scripts to read aloud / perform, showing understanding through intonation, tone, volume & action
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| * 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
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| * Use dictionaries to check the meaning of words they have read
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| * 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
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| * Discuss words & phrases that capture the reader’s interest & imagination
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| * Recognise some different forms of poetry (free verse, narrative etc)
 | * Learn a wider range of poetry by heart
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|  | * Recommend books that they have read to their peers, giving reasons for their choices
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|  | * Making comparisons within & across books
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| **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
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| * Ask questions to improve their understanding
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| * Draw inferences – inferring characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence from the text
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| * Predict what might happen from details stated and implied
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| * Identify how language, structure and presentation contribute to meaning
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| * 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
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| **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
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| * 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
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|  | * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
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|  | * Distinguish between statements of fact and opinion
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|  | * 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
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|  | * Provide reasoned justifications for their views
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