

Reading Curriculum Progression Map

	Year 3	Year 4	Year 5	Year 6
Reading intent	At Horsell C of E Junior School we see reading as an integral part of the school curriculum that impacts on all learning. We value the importance of being a confident reader and work hard to develop children's reading and comprehension skills. We want children to read for pleasure and to read a wide range of different books and we would like them to be able to talk about books and authors with confidence. We encourage them to do this through the 'reading passport' scheme. We aim to inspire a lifelong love of reading which enables children to develop empathy and respect for other cultures and ways of life in the wider world.			
The Reading National Curriculum objectives:	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books <p>English – key stages 1 and 2 Statutory requirements:</p> <ul style="list-style-type: none"> - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - 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 - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - 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. 			
	Word Reading – Phonics, Etymology and Morphology			
National Curriculum	<ul style="list-style-type: none"> • To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet 	<ul style="list-style-type: none"> • To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words they meet • To begin to apply their knowledge of root words, 	<ul style="list-style-type: none"> • To apply their growing knowledge of root words, prefixes and suffixes, (see appendix one of NC, page 56) • To begin to develop and apply their knowledge of root words, prefixes and suffixes both to read aloud and understanding 	<ul style="list-style-type: none"> • To apply their growing knowledge of root words, prefixes and suffixes, (see appendix one of NC, page 56) • To independently apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand

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	<ul style="list-style-type: none"> To begin to apply their knowledge of root words, prefixes, e.g. dis, re, il, anti, and suffixes, e.g. ing, ed, er, ly, both to read aloud and to understand the meaning of new words they meet 	prefixes, e.g. auto, mis, super, inter and suffixes, e.g. er, ly, ation ious, both to read aloud and to understand the meaning of new words they meet	the meaning of new words they meet	the meaning of new words they meet
	Word Reading – Common Exception Words			
National Curriculum	<ul style="list-style-type: none"> To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word To start to read exception words, noting the unusual spellings of further exception words with support 	<ul style="list-style-type: none"> To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word To recognise and apply a wide range of exception words To note the unusual spellings of further exception words with support, self-correcting as appropriate 	<ul style="list-style-type: none"> To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word To start to read exception words To note the unusual spellings of further exception words with support 	<ul style="list-style-type: none"> To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word To recognise and apply a wide range of exception words To note the unusual spellings of further exception words with support, and at a greater level, self-correcting as appropriate
	Word Reading – Fluency			
National Curriculum	<ul style="list-style-type: none"> To read age-related books with confidence, fluency and accuracy 	<ul style="list-style-type: none"> To read age-related books with confidence, fluency and accuracy 	<ul style="list-style-type: none"> To read age-related books with confidence, fluency and accuracy 	<ul style="list-style-type: none"> To read age-related books with confidence and fluency, including whole novels
	Comprehension – Reading for Pleasure			
National Curriculum	<ul style="list-style-type: none"> To begin to read books that are structured in different ways covering a variety of genres To increasingly become familiar with a wide range of books, including fairy stories, myths and legends, and with guidance, retell some of these orally 	<ul style="list-style-type: none"> To be familiar with a wide range of books, including fairy stories, myths and legends, and retell some of these orally To identify themes or morals in a range of stories To prepare poems and play scripts to read aloud To perform these using intonation, tone, volume and action to show understanding 	<ul style="list-style-type: none"> To continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks To listen to and read thoroughly a range of genres with guidance, including a range of whole texts To experience a range of texts they may not have chosen for themselves To begin to identify 	<ul style="list-style-type: none"> To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks independently across all curriculum areas To discuss and start to justify their preferences when reading a wide range of texts To listen to and read thoroughly to a range of

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	<ul style="list-style-type: none"> To identify themes or morals in a range of stories with some help To prepare poems and play scripts to be read aloud To perform them, beginning to use intonation, tone, volume and action to define the character within the text To recognise some different forms of poetry - free verse, nursery rhymes or narrative poetry To compose and rehearse sentences orally, including dialogue, progressively building a varied vocabulary and an increasing range of sentence structures To read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> To recognise different types of poetry - acrostic, kenning, soliloquy and free verse To confidently participate in discussions about age related books that are read by and to them, building on their own ideas and those of others To challenge differing views courteously 	<p>main themes in and across a wide range of texts</p> <ul style="list-style-type: none"> To learn some poetry by heart to recite aloud, with possible prompting 	<p>genres, including a range of whole books and novels To experience a range of books that they may not have chosen themselves To identify and discuss themes and conventions in and across a wide range of writing</p> <ul style="list-style-type: none"> To read aloud and learn poems and plays with intonation that shows understanding To prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action To perform their own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear
	Comprehension - Vocabulary			
National Curriculum	<ul style="list-style-type: none"> To discuss words and phrases in a piece of text that capture their interest and imagination To check, with support, that the text makes sense to them and to discuss and explain their understanding of the meaning of words in context To start to discuss how language, structure, and presentation contributes to meaning of an age related text with support 	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context To discuss how language, structure, and presentation contributes to meaning of an age related text To discuss words and increasingly complex phrases that capture the reader's interest and imagination To compose and rehearse sentences orally, including dialogue, progressively building a 	<ul style="list-style-type: none"> To begin to explore the meaning of words to understand what they have read To identify, with support, how language, structure and presentation contribute to meaning in an age related text To comment, with prompts on the effectiveness of the author's language to create mood and build tension To discuss and evaluate how authors use language, including 	<ul style="list-style-type: none"> To explore the meaning of words to understand what they have read To identify how language, structure and presentation contribute to meaning in an age-related text To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

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	<ul style="list-style-type: none"> To compose and rehearse sentences orally, including dialogue, progressively building a varied vocabulary and an increasing range of sentence structures To use an age-appropriate dictionary to find a word based on an initial sound 	<p>varied and rich vocabulary and an increasing range of sentence structures</p> <ul style="list-style-type: none"> To use a dictionary to find the meaning of new words, expressing interest in the meaning and origin of new words 	<p>figurative language, considering the impact on the reader</p>	
	Comprehension - Inference			
	<ul style="list-style-type: none"> To draw simple inferences from what they have read, such as inferring characters' feelings and thoughts 	<ul style="list-style-type: none"> To make simple comments about a text, recognising the point of view in which a story is told and authorial intent To draw inferences from what they have read, such as inferring characters' feelings, thoughts and motives To be able to justify their inferences with evidence 	<ul style="list-style-type: none"> To infer meaning from the text to show characters' feelings, thoughts and motives from their actions referring to the text 	<ul style="list-style-type: none"> To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
	Comprehension - Prediction			
	<ul style="list-style-type: none"> To make some predictions about what might happen from details stated in the story 	<ul style="list-style-type: none"> To make some predictions about what might happen from details stated To explore potential alternatives that could have occurred in texts 	<ul style="list-style-type: none"> To predict what might happen from details both stated and implied To begin to give detailed reasons for these predictions 	<ul style="list-style-type: none"> To predict what might happen from details stated and implied, giving detailed reasons
	Comprehension - Explanation			
	<ul style="list-style-type: none"> To check, with support, that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> To explain basic features across a range of text types, explaining features of language, structure and presentation To explain how these features contribute to meaning To make simple comments about a text, recognising the point of view in which a story is told and authorial intent To check that the text makes sense to them, discussing their 	<ul style="list-style-type: none"> To express a personal viewpoint and response to a text when recommending books to peers, giving simple reasons for their choices To begin to distinguish between a statement of fact and an opinion To explain and discuss, when directed, their understanding of what they have read, including through formal presentations 	<ul style="list-style-type: none"> To recommend books to peers by expressing a personal viewpoint and respond to a text giving reasons for their choices To distinguish between statements of fact and opinions To explain and discuss their understanding of what they have read, including through formal presentations and

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		understanding and explaining the meaning of words in context	and debates, maintaining a focus on the topic and using notes where necessary <ul style="list-style-type: none"> To begin to find reasons to justify a viewpoint with support 	debates, maintaining a focus on the topic and using notes where necessary To provide reasoned justifications for views, using evidence to support
	Comprehension - Retrieval			
	<ul style="list-style-type: none"> To increase and become familiar with a wide range of books, including fairy stories, myths and legends, and am with guidance, retelling some of these orally To prepare poems and play scripts to read aloud and to perform, To begin to use intonation, tone, volume and action to define the character within the text To identify and recall, with some support, the main ideas from a text and summarise these in writing To locate information in age-related non-fiction texts, with directed prompts, by beginning to use appropriate skills, for example: headings, subheadings, skimming and scanning 	<ul style="list-style-type: none"> To be familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally To retrieve, record and present information from age-related nonfiction texts 	<ul style="list-style-type: none"> To learn some poetry by heart to recite aloud, with possible prompting To locate relevant information in a text, with prompts, and draw out the key details to summarise the main ideas To locate information in age-related non-fiction texts, with directed prompts, by beginning to use appropriate skills, for example: headings, subheadings, skimming and scanning 	<ul style="list-style-type: none"> To learn and read aloud poems and plays with intonation that shows understanding To generally, locate relevant information in a text and draw out the key details to summarise the main ideas To begin to use quotes, or references to support their response To retrieve, record and present information from age-related non-fiction
	Comprehension – Sequencing and Summarising			
	<ul style="list-style-type: none"> To orally summarise what they have read using information from more than one paragraph To identify and recall, with some support, the main ideas 	<ul style="list-style-type: none"> To identify the main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> To locate relevant information in a text, with prompts, and draw out the key details to summarise the main ideas 	<ul style="list-style-type: none"> To locate relevant information in a text and draw out the key details to summarise the main ideas

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	from a text and summarise these in writing			
	Comprehension - Discussion			
	<ul style="list-style-type: none"> To begin to listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks, including both books that are read to me and those I read for myself To start to discuss, with support, how language, structure, and presentation contribute to meaning of an age-related text To participate, with support, in discussions about age-related books that have been read to me To listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks To participate in discussions about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say To be able to, with support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context To ask questions to improve their understanding of a text 	<ul style="list-style-type: none"> To listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks, including both books that are read to them and those that they can read for themselves To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context To ask questions to improve their understanding of a text To discuss how language, structure, and presentation contribute to meaning of an age related text To confidently participate in discussions about age related books that are read to them and that they have read themselves, building on their own and others' ideas and challenging views courteously To participate in considered discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> To begin to notice and discuss simple comparisons within and across books with support, such as genre, theme and plot To begin to ask relevant questions to improve their understanding with prompts To identify, with support, how language, structure and presentation contribute to meaning in an age related text To participate in discussions, with support, about age related books that have been read to them To be able to explain and discuss their understanding of what has been read with guidance, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary To ask questions to improve their understanding To identify and discuss themes and conventions in and across the texts studied in Year 5 To participate in discussions about books that are read to them and those that they can read themselves, building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks independently across all curriculum areas, discussing and beginning to justify their preferences To identify and discuss themes and conventions in and across the texts studied in Year 6 To make comparisons within and across books, for example theme, genre, plot, characters, settings and organisational devices To ask relevant questions to improve their understanding To identify how language, structure and presentation contribute to meaning in an age-related text To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To confidently participate in discussions about age related books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously

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				<ul style="list-style-type: none">To 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 To ask specific reasoned questions to improve their understanding
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