



St Paul's CE VC Junior School – Progression of skills

Subject: Reading

	Year 3 & 4	Year 5 & 6
Decoding	<p>Read and understand meaning of words on Y3/4 word list.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Extend skills of decoding (using phonics) to work out more complex words, including those with unusual spelling patterns.</p>	<p>Read and understand meaning of words on Y5/6 word list.</p> <p>Use 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.</p>
Range of reading	<p>Listen to and discuss a range of fiction (stories), poetry, plays, non-fiction (factual books).</p> <p>Read a wide range of fiction and non-fiction books.</p>	<p>Read and discuss a wide range of fiction (stories), non-fiction/reference (factual books), poetry and plays.</p> <p>Make comparisons between different books, or parts of the same book.</p>
Familiarity with texts	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Read a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Identify and discuss themes and conventions across a wide range of writing.</p>
Poetry & Performance	<p>Recognising some different forms of poetry.</p> <p>Use expression and volume when reading aloud.</p> <p>Note of punctuation when reading aloud.</p>	<p>Perform plays and poems using volume and expression to convey meaning.</p> <p>Identify and discuss themes across a wide range of writing.</p>
Word meanings	<p>Using dictionaries to check the meaning of words that they have read.</p>	
Understanding	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Develop an understanding of texts, including exploring the meaning of words in certain situations.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Summarise ideas drawn from more than one paragraph, identifying key details.</p>
Inference	<p>Draw simple inferences about events in a story, such as work out how a character might be feeling from clues in the story and justifying inferences with evidence.</p>	<p>Identify how the language used, the structure and layout of a text help meaning.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>
Prediction	<p>Make predictions about what might happen next in a story from details stated & implied.</p>	<p>Predict future events from details either written in a text or by 'reading between the lines'</p>
Authorial Intent	<p>Identify words and phrases that have been chosen to interest the reader.</p> <p>Children begin to identify how authors choose words for effect (e.g. by selecting 'wailed' instead of 'cried', or 'enraged' rather than 'cross')</p>	<p>Identify how the language used, the structure, and layout of a text help meaning.</p> <p>Discuss how authors use language, including figurative language, to affect the reader language.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>
Non-fiction	<p>Retrieve and record information from non-fiction.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve and record and present information from non-fiction.</p>
Discussing reading	<p>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.</p>	<p>Participate in discussions about books, building on and challenging ideas.</p> <p>Make book recommendations, giving reasons for choices.</p> <p>Explain and discuss understanding of reading.</p> <p>Participate in formal presentations and debates about reading.</p> <p>Provide reasoned justifications for views.</p>