

Sherdley Primary School progression in reading document.

Year 3		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding.	<ul style="list-style-type: none"> ◆ To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). ◆ To apply their growing knowledge of root words and prefixes including: in-, im- il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto. ◆ To begin to read aloud. ◆ To apply their growing knowledge of root words and suffixes/word endings including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian. 	<ul style="list-style-type: none"> ◆ Spellings linked to Y3 English curriculum, suffixes, prefixes etc. ◆ Spelling focus: Y3/4 words ◆ Termly check on reading and writing the Y3/4 words. ◆ Children reading aloud in other areas of the curriculum.
Common exception words.	<ul style="list-style-type: none"> ◆ To read all of the Y3 and some of the Y4 common exception words. 	
Fluency.	<ul style="list-style-type: none"> ◆ At this stage, teaching comprehension skills should take precedence over teaching word reading and fluency specifically. Any focus upon word reading should support the development of vocabulary. 	<ul style="list-style-type: none"> ◆ Weekly comprehension lessons ◆ Daily reading sessions, focusing upon: words in context, questioning and summarising

Year 3		
Reading - Comprehension		What should be seen in the classroom?
Understanding	<ul style="list-style-type: none"> ◆ Checking the text makes sense. ◆ Discussing their understanding and explaining the meaning of words in context. ◆ Asking questions to improve their understanding of a text. ◆ Identifying main ideas drawn from more than one paragraph and summarising these. ◆ Asking questions to improve their understanding of a text. 	<ul style="list-style-type: none"> ◆ Daily individual reading (reading for pleasure) ◆ Daily reading sessions focussing upon: questioning, summarising, comprehension and words ◆ Daily reading of class novel. <p>Children will be asking questions to help to understand the text.</p>

<p>Connecting and becoming familiar with texts.</p>	<ul style="list-style-type: none"> ◆ Increasing their familiarity with a wide range of books including; fairy tales, myths and legends and retelling some of these orally. ◆ Identify themes and conventions (different types of writing, first person in diary etc) in a wide range of books. ◆ Listening to and discussing wide range of fiction, poetry, plays, non-fiction and reference books. 	<ul style="list-style-type: none"> ◆ A range of genres in English ◆ Variety of genres in reading comprehension and reading sessions. ◆ Reading to the class, a range of genres, not just fiction
<p>Non fiction</p>	<ul style="list-style-type: none"> ◆ Retrieve and record information from non fiction. ◆ Listening to and discussing a range of non-fiction texts. 	<ul style="list-style-type: none"> ◆ Ch to use non-fiction texts to locate information. ◆ Class reader/reading session to use a range of genres including non-fiction.
<p>Poetry and performance</p>	<ul style="list-style-type: none"> ◆ Recognising different forms of poetry. ◆ Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume, fluency and action 	<ul style="list-style-type: none"> ◆ Drama linked to the poems ◆ Reading of poems. ◆ Reading and acting playscripts.
<p>Vocabulary.</p>	<ul style="list-style-type: none"> ◆ Discussing their understanding and explaining the meaning of words in context. ◆ Use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> ◆ Class reader/daily reading sessions, children discuss word that are unfamiliar in context. ◆ Children to use dictionaries to find the meaning of words.
<p>Inference.</p>	<ul style="list-style-type: none"> ◆ To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. 	<ul style="list-style-type: none"> ◆ Weekly comprehension lessons. ◆ Within the daily reading session although inference may not be done every day. ◆ Skills linked to this are taught to the children
<p>Prediction.</p>	<ul style="list-style-type: none"> ◆ To justify prediction using evidence from the text. 	<ul style="list-style-type: none"> ◆ Regular opportunities: class reader, daily reading sessions, DEAR time and stop and predict activities.
<p>Explanation.</p>	<ul style="list-style-type: none"> ◆ Discuss words and phrases that capture the readers’ interest and imagination. ◆ Identifying how language, structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> ◆ Lots of emphasis on phrases ◆ English reading lessons ◆ Individual reading with adult – focusing upon phrases.

Retrieval.	◆ To retrieve and record information from a text	◆ Daily reading.
Sequence and summarise.	◆ Identifying the main ideas drawn from more than one paragraph and summarising these.	◆ Daily reading sessions. ◆ Comprehension sessions

Year 4		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding.	<ul style="list-style-type: none"> ◆ To use their knowledge to decode words quickly and accurately. ◆ To apply their growing knowledge of root words and prefixes, including: in-, im-, il, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto. ◆ Being to read aloud ◆ To apply their, growing knowledge of root words and suffixes/word endings including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cain. 	<ul style="list-style-type: none"> ◆ Daily spelling sessions; play games, write out as many times as they can in ... Minutes and write in sentences. ◆ Handwriting practise uses weekly spelling words for practise. ◆ Lists are laminated and used in lessons if appropriate. ◆ Testing of words in spelling tests

Common exception words.	<ul style="list-style-type: none"> ◆ To read Y3/4 common exception words (appendix 1: word list Y3 & Y4) 	
Fluency.	<ul style="list-style-type: none"> ◆ At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. 	<ul style="list-style-type: none"> ◆ Weekly comprehension lessons ◆ Daily reading sessions, focusing upon: vocabulary, summarising and comprehension skills

Year 4		
Reading - Comprehension		What should be seen in the classroom?
Understanding	<ul style="list-style-type: none"> ◆ Checking 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. ◆ Identifying the main ideas drawn from more than one paragraph and summarising these. 	<ul style="list-style-type: none"> ◆ Daily reading sessions, focusing on: clarifying, vocabulary, summarising. ◆ Weekly comprehension sessions ◆ Daily discussion around the class novel/text if appropriate.
Connecting and becoming familiar with texts.	<ul style="list-style-type: none"> ◆ Increasing 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. ◆ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks. ◆ Reading books that are structured in different ways and reading for a range of purposes. ◆ Participate in discussion about both books that are to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> ◆ English lessons ◆ Daily reading sessions, class text will use a range of genres. ◆ Children's reading for pleasure texts may include a range of genres. ◆ Daily reading sessions, comprehension sessions to discuss theme, layout and opinion of the text
Non fiction	<ul style="list-style-type: none"> ◆ Retrieve and record information from non-fiction. 	<ul style="list-style-type: none"> ◆ Comprehension sessions will use a range of genres including non-fiction.

	<ul style="list-style-type: none"> ◆ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks. ◆ Reading books that are structured in different ways and reading for a range of purposes. 	<ul style="list-style-type: none"> ◆ Children will read a levelled reading book and reading for pleasure text, which may be different genres. ◆ Daily reading sessions.
Poetry and performance	<ul style="list-style-type: none"> ◆ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks. ◆ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. ◆ Recognising some different forms of poetry. 	<ul style="list-style-type: none"> ◆ English poetry lessons. ◆ Class assembly – collaborate to write a playscript and then perform it.
Vocabulary.	<ul style="list-style-type: none"> ◆ Using dictionaries to check the meaning of words that they have read. ◆ Discussing their understanding and explaining the meaning of words in context. 	<ul style="list-style-type: none"> ◆ Daily reading sessions: vocabulary and clarifying. ◆ Class reader – discussing unfamiliar words.
Inference.	<ul style="list-style-type: none"> ◆ To ask and answer questions appropriately, including some simple inference based on characters feelings, thoughts and motives. 	<ul style="list-style-type: none"> ◆ Weekly comprehension lessons ◆ Daily reading sessions – questioning
Prediction.	<ul style="list-style-type: none"> ◆ To justify predictions using evidence from the text. 	<ul style="list-style-type: none"> ◆ English lessons ◆ Reading sessions ◆ Individual reading with adult
Explanation.	<ul style="list-style-type: none"> ◆ Discussing words and phrases that capture the readers’ interest and imagination. ◆ Identifying how language, structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> ◆ English lessons – write stuff – sentence writing. ◆ Daily reading – discussion about words/phrases
Retrieval.	<ul style="list-style-type: none"> ◆ To retrieve and record information from fiction texts and non-fiction texts. 	<ul style="list-style-type: none"> ◆ Comprehension sessions ◆ Daily reading sessions
Sequence and summarise.	<ul style="list-style-type: none"> ◆ Identifying main ideas drawn from more than one paragraph and summarising these. 	<ul style="list-style-type: none"> ◆ Daily reading session - summarising

Year5		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding.	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ Weekly spelling lesson and spelling test. ◆ Practise handwriting, write the word as many times in ... minutes.
Common exception words.	<ul style="list-style-type: none"> ◆ To read most Y5 and Y6 exception words (Appendix 1, Y5&Y6 word list) discussing the unusual correspondences between spelling and sound and where these occur in the world. 	<ul style="list-style-type: none"> ◆ These words are laminated for the children to use when necessary. ◆ Links with spelling sessions. ◆ Weekly spelling test.
Fluency.	<ul style="list-style-type: none"> ◆ At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. 	<ul style="list-style-type: none"> ◆ Timed reading ◆ Comprehension ◆ Daily reading (class reader and reading for pleasure)

Year5		
Reading - Comprehension		What should be seen in class?
Understanding	<ul style="list-style-type: none"> ◆ Checking the books makes sense to them, discussing their understanding and exploring the meaning of words in context. ◆ Asking questions to improve their understanding. ◆ Provide reasoned justifications for their views. ◆ Participate in discussions about books that are read to them and those they can read for 	<ul style="list-style-type: none"> ◆ Daily reading sessions starting with vocabulary. ◆ Weekly comprehension sessions. ◆ Daily reading in class and reading for pleasure. ◆ When the children have read a book (reading for pleasure or levelled reading book) children to write a book review and to recommend it to a friend and why they think their friend would like it.

	<p>themselves, building on their own and others' ideas and challenging views courteously.</p> <ul style="list-style-type: none"> ◆ Recommend books that they read, to their peers, giving reasons for their choice. 	
Connecting and becoming familiar with texts.	<ul style="list-style-type: none"> ◆ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and textbooks. ◆ Reading books that are structured in different ways and reading for a range of purposes. ◆ Making comparisons within and across books. ◆ Increasing their familiarity with a wide range of books including: myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. ◆ Identifying and discussing themes and conventions in and across a wide range of writing. 	<ul style="list-style-type: none"> ◆ Using a range of genres throughout the curriculum. ◆ Reading for pleasure ◆ Comprehension questions.
Non fiction	<ul style="list-style-type: none"> ◆ Distinguish between fact and opinion. ◆ Retrieve, record and present information from non-fiction. ◆ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and textbooks. 	<ul style="list-style-type: none"> ◆ Daily reading sessions and comprehension sessions. ◆ Use of Ipads to retrieve a range of information. ◆ Within daily reading sessions – questioning – children answer retrieval questions. ◆ Have use of a range of texts to retrieve facts and opinions ◆ Teach Fact and opinion.
Poetry and performance	<ul style="list-style-type: none"> ◆ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and textbooks. ◆ Learning a wider range of poetry by heart. ◆ Preparing poems and plays to be read aloud and to perform them, showing an understanding through: intonation, tone and volume so that the meaning is clear to an audience. 	<ul style="list-style-type: none"> ◆ Poetry through the curriculum in English: Rehearse a poem and perform Write own poem and perform Write a play script Perform or read playscript ◆ Reading for pleasure books may include a range of texts.
Vocabulary.	<ul style="list-style-type: none"> ◆ Using dictionaries to check the meaning of words that they have read. ◆ Discussing their understanding and explaining the meaning of words in context. 	<ul style="list-style-type: none"> ◆ Daily within reading sessions – each session starts with vocabulary. ◆ Children using dictionaries to find the meaning of words.

Inference.	<ul style="list-style-type: none"> ◆ Drawing inferences such as inferring characters' feelings, thoughts and motives through their actions and justifying inferences with evidence. 	<ul style="list-style-type: none"> ◆ Daily reading sessions – questioning ◆ Comprehension lessons ◆ Individual reading with an adult.
Prediction.	<ul style="list-style-type: none"> ◆ Predicting what might happen from details stated and implied. ◆ Provide reasoned justifications for their views. 	<ul style="list-style-type: none"> ◆ Individual reading with an adult. ◆ Daily reading sessions – Predicting. ◆ Comprehension sessions
Explanation.	<ul style="list-style-type: none"> ◆ Identifying how language, structure and presentation contribute to meaning. ◆ Discuss and evaluate how authors use language, including figurative language, considering the impact these may have on the reader. ◆ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ◆ 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. ◆ Provide reasoned justifications for their views. 	<ul style="list-style-type: none"> ◆ Daily reading sessions – Clarifying and questioning. ◆ Use of Ipads to present presentations – Slavery and discrimination. ◆ When reading non fiction texts look at features ◆ Discussions about texts reading in class at the moment, giving reasons for their views.
Retrieval.	<ul style="list-style-type: none"> ◆ Retrieve, record and present information from non-fiction and fiction 	<ul style="list-style-type: none"> ◆ Use of Ipads to create presentations and retrieve information. ◆ Comprehension sessions. ◆ Daily reading sessions – Questioning.
Sequence and summarise.	<ul style="list-style-type: none"> ◆ Summarising the main ideas drawn from more than one paragraph. ◆ Identifying key details to support the main ideas. 	<ul style="list-style-type: none"> ◆ Daily reading sessions – summarising. ◆ Individual reading with an adult. ◆ Cross curricular links; Science, history, geography etc.

Year 6		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding.	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ Use of words across different contexts. ◆ Spelling activities ◆ Looking at word roots, word families ◆ Discussions during whole class reading
Common exception words.	<ul style="list-style-type: none"> ◆ To read most Y5 and Y6 exception words (Appendix 1, Y5&Y6 word list) discussing the unusual correspondences between spelling and sound and where these occur in the world. 	<ul style="list-style-type: none"> ◆ Putting word in context. ◆ Antonym and synonym work with words. ◆ Discussion about words.
Fluency.	<ul style="list-style-type: none"> ◆ At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. 	<ul style="list-style-type: none"> ◆ Timed reading ◆ Comprehension ◆ Daily reading ◆ Reading with others ◆ Echo reading

Year 6		
Reading - Comprehension		What should be seen in the classroom?
Understanding	<ul style="list-style-type: none"> ◆ Checking the books makes sense to them, discussing their understanding and exploring the meaning of words in context. ◆ Asking questions to improve their understanding. ◆ Provide reasoned justifications for their views. ◆ 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. ◆ Recommend books that they read, to their peers, giving reasons for their choice. 	<ul style="list-style-type: none"> ◆ Discuss unfamiliar words when reading and putting them in context. ◆ Model PJ/PEE answers to questions (point and justify or point, explain, evidence) ◆ Book reviews completed and shared with others. ◆ Reading for meaning ◆ Clarify words – read around words for deeper meaning/definition. ◆ Write down questions ◆ Read aloud
Connecting and becoming familiar with texts.	<ul style="list-style-type: none"> ◆ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and textbooks. ◆ Reading books that are structured in different ways and reading for a range of purposes. ◆ Making comparisons within and across books. 	<ul style="list-style-type: none"> ◆ Class readers – a range of texts. ◆ Discuss how they are similar/different ◆ Share unfamiliar authors ◆ Compare texts across contexts ◆ Read for pleasure ◆ Discussions

	<ul style="list-style-type: none"> ◆ Increasing their familiarity with a wide range of books including: myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. ◆ Identifying and discussing themes and conventions in and across a wide range of writing. 	
Non fiction	<ul style="list-style-type: none"> ◆ Distinguish between fact and opinion. ◆ Retrieve, record and present information from non-fiction. ◆ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and textbooks. 	<ul style="list-style-type: none"> ◆ SATs skill and used when reading non-fiction texts. ◆ Cross curricular: making notes, research. ◆ Teaching fact and opinions ◆ Discuss and have opportunities to explore non-fiction features.
Poetry and performance	<ul style="list-style-type: none"> ◆ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and textbooks. ◆ Learning a wider range of poetry by heart. ◆ Preparing poems and plays to be read aloud and to perform them, showing an understanding through: intonation, tone and volume so that the meaning is clear to an audience. 	<ul style="list-style-type: none"> ◆ Opportunities to present/read and discuss poems. ◆ Answer questions based on texts ◆ Y6 production/ end of year assembly and class assembly.
Vocabulary.	<ul style="list-style-type: none"> ◆ Using dictionaries to check the meaning of words that they have read. ◆ Discussing their understanding and explaining the meaning of words in context. 	<ul style="list-style-type: none"> ◆ Daily in whole class reading sessions – vocabulary ◆ Use vocabulary across context. ◆ Shades of meaning (English lessons) ◆ Have opportunities to use the words in their writing.
Inference.	<ul style="list-style-type: none"> ◆ Drawing inferences such as inferring characters' feelings, thoughts and motives through their actions and justifying inferences with evidence. ◆ To discuss how character's change and develop through texts by drawing inferences based on indirect clues. 	<ul style="list-style-type: none"> ◆ Drawing inferences across a range of concepts. ◆ Daily whole class reading sessions – questioning. ◆ Practise SATs comprehension
Prediction.	<ul style="list-style-type: none"> ◆ Predicting what might happen from details stated and implied. 	<ul style="list-style-type: none"> ◆ Discussions when reading ◆ Daily reading sessions verbal or written
Explanation.	<ul style="list-style-type: none"> ◆ Provide reasoned justifications for their views. ◆ Identify how language, structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> ◆ PJ and PEE answers (point and justify or point, explain and evidence) discussed or written ◆ When reading non-fiction look for features of different genres. ◆ Present findings

	<ul style="list-style-type: none"> ◆ Discuss and evaluate how authors use language, including figurative language, to have impact on the reader. 	
Retrieval.	<ul style="list-style-type: none"> ◆ Retrieve, record and present information from non-fiction and fiction 	<ul style="list-style-type: none"> ◆ Comprehension timed ◆ Cross curricular with science, Geography and History ◆ Pick out key information ◆ Pick out key vocabulary
Sequence and summarise.	<ul style="list-style-type: none"> ◆ Summarising the main ideas drawn from more than one paragraph. ◆ Identifying key details to support the main ideas. 	<ul style="list-style-type: none"> ◆ Pick out key information ◆ Daily reading sessions – summarise chapters, stories etc ◆ Practise SATs comprehension questions. ◆ Ordering/numbering key events

Question stems

Vocabulary	<ul style="list-style-type: none"> ◆ What do the words ... and.... suggest about the character, setting and mood? ◆ Which word tells you that ...? ◆ Which keyword tells you about the setting/character/mood? ◆ Find one word in the text which means? ◆ Find and highlight the word which is the closest in meaning to ◆ Find a word or phrase which shows/suggests that
Inference	<ul style="list-style-type: none"> ◆ Find and copy a group of words which show that ◆ How do these words make the reader feel? ◆ How does this paragraph suggest this? ◆ How do the descriptions of show that they are.? ◆ How can you tell that ◆ What impression of do you get from these paragraphs? ◆ What voice might these characters use? ◆ What was ... thinking when? ◆ Who is telling the story?
Prediction	<ul style="list-style-type: none"> ◆ From the cover what do you think this text is going to be about? ◆ What is happening now? ◆ What happened before this? ◆ What will happen after? ◆ What does this paragraph suggest will happen next? What makes you think this? ◆ Do you think the choice of setting will influence how the plot will develop? ◆ Do you think will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	<ul style="list-style-type: none"> ◆ Why is the text arranged this way? ◆ What structure has the author used? ◆ What is the purpose of this text feature? ◆ Is the use of effective? ◆ The mood of the character changes throughout the text. Find and copy the phrases which show this. ◆ What is the author's point of view? ◆ What effect does ... have on the audience? ◆ How does the author engage the reader here? ◆ Which words and phrases did ... effectively? ◆ Which section was the most interesting/exciting part? ◆ How are these sections linked?

<p style="text-align: center;">Retrieval</p>	<ul style="list-style-type: none"> ◆ How would you describe this story/text? ◆ What genre is it? How do you know? ◆ How did.....? ◆ How often ...? ◆ Who had ..? ◆ Who is ...? ◆ Who did ...? ◆ What happened to ...? ◆ What does ... do? ◆ How ... is? ◆ What can you learn about From this section? ◆ Give one example of? ◆ The story is told from whose perspective?
<p style="text-align: center;">Sequence/summarise</p>	<ul style="list-style-type: none"> ◆ Can you number these events 1-5 in order that they happened? ◆ What happened after? ◆ What was the first thing that happened in the story? ◆ Can you summarise in a sentence the. opening/middle/end of the story. ◆ In what order do these chapters come in