

## Reading Progression - Alton Park Junior School

**Intent:** By the end of year 6, we want all pupils at Alton Park Junior School to:

**Aspiration** – have a positive attitude towards reading and choose to read books for meaning and pleasure.

**Learning** - have a secure understanding of the reading skills needed to achieve well in the next stage of their education. Pupils at Alton Park Junior School will be confident and competent within:

- Linking and using prior knowledge
- Reading with fluency and prosody.
- Understanding vocabulary
- Actively reading
- Understanding the text, including retrieve, inference, deduction, prediction, sequencing, summarising, explaining and justifying
- Reading for pleasure
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**Tenacity** - be resilient learners and use a growth mindset towards reading.

**Opportunity** - have life long skills that enable them to read fluently, confidently and with a secure understanding.

**Nurture** – Foster a love of reading and acquire the necessary skills to support their future needs.

	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Word Reading</b>	<p>Blend GPCs to read accurately.</p> <p>Recognise alternative sounds for graphemes.</p> <p>Apply phonic knowledge across the curriculum.</p> <p>Decrease reliance on 'sounding out' in common words.</p> <p>Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words).</p> <p>Read words of two or more syllables.</p> <p>Read words containing common suffixes (link to spelling).</p> <p>Sound out unfamiliar words and use other reading strategies when reading aloud.</p> <p>Re-read books to build fluency and confidence.</p> <p>Orchestrate a range of reading strategies to decode successfully.</p> <p>Self-correct when reading aloud.</p> <p>Decode unfamiliar words without hesitation</p> <p>Read fluently and confidently</p>	<p>Read words with unfamiliar spelling patterns.</p> <p>Use an understanding of morphology and etymology to aid in reading unfamiliar words.</p> <p>Build a knowledge of unusual grapheme phoneme correspondences.</p>	<p>Try out different pronunciations to aid the decoding of unfamiliar, longer words.</p> <p>Use an understanding of morphology and etymology to aid in reading unfamiliar words.</p> <p>Continue to build a knowledge of unusual grapheme phoneme correspondences.</p>	<p>Use an understanding of morphology and etymology to aid in reading unfamiliar words.</p>	<p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words.</p>
<b>Being a reader</b>	<p>Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Show an understanding of books through discussion.</p> <p>Offer opinions and preferences about books.</p> <p>Discuss the sequence of events in texts and how events are connected.</p> <p>Learn some <u>classic</u> poems by heart.</p> <p>Retell a story using words and phrases from the text.</p> <p>Discuss meanings of new words and link these to words already known.</p> <p>Discuss favourite words, phrases and authors.</p> <p>Retell a story from memory, including all the main parts.</p> <p>Give opinions about books backed up by reasons</p>	<p>Listen to and discuss a range of fiction, poetry, non-fiction, reference and text books.</p> <p>Develop an understanding of common structural and language conventions in different text types.</p> <p>Read for a range of purposes.</p> <p>Retell stories, adding key details.</p> <p>Know = some forms of poetry.</p> <p>Prepare poems and plays to read aloud and perform.</p> <p>Use dictionaries to check word meanings.</p>	<p>Listen to and discuss a range of increasingly challenging fiction, poetry, non-fiction, reference and text books.</p> <p>Identify and remember common structural and language conventions in different text types.</p> <p>Read for a range of purposes.</p> <p>Know and recognise some forms of poetry.</p> <p>Prepare poems and playscripts to read aloud and perform, considering speed, volume and action.</p> <p>Prepare poems and playscripts to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis.</p>	<p>Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books.</p> <p>Increase familiarity with fiction genres including books from other cultures.</p> <p>Know a range of children's authors and poets.</p> <p>Read for a range of purposes.</p> <p>Discuss a text confidently with others, recommend a book and/or author and explain why.</p> <p>Use pertinent and technically specific vocabulary when talking about books.</p> <p>Prepare poems to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis.</p> <p>Learn more complex poems by heart.</p>	<p>Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books.</p> <p>Increase familiarity with fiction genres including modern and classic fiction.</p> <p>Discuss and compare a range of children's authors and poets (including classic authors).</p> <p>Read for a range of purposes.</p> <p>Prepare poems to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience.</p> <p>Identify, discuss and compare themes.</p> <p>Use pertinent and technically specific vocabulary when talking about books.</p> <p>Learn classic poems by heart</p> <p>Show an understanding of texts through formal presentation and debate,</p>

					maintaining a focus on the topic and using notes where necessary.
<b>Reading Fluency</b>		Respond to punctuation correctly some of the time.  Read with expression, making a few mistakes along the way.  Begin to read the way the author wrote the words to be read.	Respond to punctuation correctly most of the time.  Read with expression most of the time.  Carefully consider words and phrasing so that it supports the purpose (e.g. persuade or entertain).	Respond to punctuation in the correct manner  Read with expression so that it sounds interesting.  Combine words together in sentences and phrases so the text makes sense.	Pay attention to punctuation so that the reading sounds right and makes sense.  Read with expression so that it always sound interesting and appropriate.  Combine words together in sentences and phrases so that the text makes sense and sounds the way the author intended.
<b>Reading Comprehension</b>	Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words.  Respond imaginatively to what they have read or listened to e.g. drama, drawing, music.  Retrieve information from the text to answer questions.  Predict what may happen based on previous events.  Identify the main point in a section or page.  Use inference to draw simple conclusions about characters, settings and events.  Use the layout to identify the type of book.  Recognise recurring story language.  Develop understanding by linking reading to prior knowledge and/or background information.  Recognise and discuss features of different texts  Begin to recognise chronology or sequence in a text  Discuss which words and phrases are effective.	Check that they understand the text they are reading and explain the meaning of words in context.  Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described.  Answer questions by referring back to the text.  Predict what may happen and explain using detail from the text.  Identify the key points in a text.  Use textual details to draw conclusions about characters, settings and events Explain the basic structures inherent in different text types (fiction and non-fiction).  Select and explain favourite vocabulary choices.  Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.  Develop understanding by linking reading to other books or similar contexts.  Identify basic language features inherent in different text types (fiction and non-fiction).  Develop understanding by linking reading to other books or similar contexts.  Explain the purpose of structural features.  Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation.	Ask questions to improve their understanding of a text.  Empathise with characters and their situations.  Answer questions giving evidence from the text in their response.  Predict what may happen and explain using stated and implied detail from the text.  Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning.  Identify how the layout in book and screen-based texts aids the reader Discuss language which has captured their interest.  Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text.  Make connections between texts in terms of plot, similar characters, same author etc.  Select and discuss effective words and phrases e.g. figurative language.  Recognise the viewpoint of the author.  Identify instances where structure and layout contribute to meaning.  Engage in a discussion on an author's use of language.  Distinguish between fact and opinion when discussing viewpoint.	Check that the text makes sense to them and discuss their understanding.  Use imagination and empathy to explore a text beyond the page.  Answer questions drawing on information from several places in the text.  Predict what may happen using stated and implied details and a wider personal understanding of the world.  Summarise using an appropriate amount of detail as evidence.  Use evidence to both support and challenge conclusions drawn within and from a text.  Identify a point in the text where the author has made a structural choice and consider the reasoning behind it.  Discuss and evaluate how authors use language and the impact on the reader.  Recognise that different parts of the text may have different purposes.  Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location.  Use evidence to both support and challenge conclusions drawn within and from a text.  Explain why an author has used figurative language and the effect this has Comment on a writer's purpose and viewpoint e.g. noting bias.  Explain some choices an author has made in structuring and organising their text.  Identify how the choice of language contributes to meaning.  Identify, describe and compare writers' themes across a range of texts.	Check that the text makes sense to them and use questioning and discussion to further their understanding.  Empathise with emotions in deeper texts.  Answer a range of question types on single and multiple texts.  Refine and verify predictions in discussion with others.  Summarise the key points in a more complex text, using their own words to establish clear meaning.  Revise conclusions based on new evidence in the text.  Develop explanations of inferred meanings.  Explain the series of choices an author has made in structuring and organising their text.  Identify formality in texts and the use of standard and non-standard English. Describe and evaluate the choices an author has made in their use of language.  Explain purpose and viewpoint with reference to evidence in the text.  Explain how an author uses text structure and organisation to manipulate the reader.  Compare differing purposes and viewpoints in texts on similar topics.  Explain in detail how the contexts in which texts are written contribute to meaning.  Explain how an author has used language to manipulate the reader.  Identify the effects of purpose and viewpoint on the reader and begin to explain how these have been created.