

SJA Progression of Skills – Reading



	Y1/2	Y3	Y4	Y5	Y6
<p><u>READING FOR PRACTICE</u></p> <p>Reading Practice (fluency, phonics, de-coding)</p>	<ul style="list-style-type: none"> *Be exposed to systematic approach to phonics. *Apply synthetic phonics to blend sounds together and begin to read whole words. *Read ‘common exception words’ or ‘red words’ that do not follow phonics rules. 	<ul style="list-style-type: none"> *Apply their growing knowledge of root words, prefixed and suffixes, both to read aloud and to understand the meaning of new words they meet. *Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. *By using ‘choral repetition’ replicate and mimic the teachers’ expression and intonation. 	<ul style="list-style-type: none"> *Apply their growing knowledge of root words, prefixed and suffixes, both to read aloud and to understand the meaning of new words they meet. *Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. *With spoken scaffolds, begin to read with expression and intonation. 	<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. *Read with increasing expression and intonation. 	<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. *Read with expression and intonation.
<p>Home Reading (fluency, phonics, de-coding)</p>	<ul style="list-style-type: none"> *Apply their knowledge of phonics learnt so far with appropriately staged and progressive scheme books. 	<ul style="list-style-type: none"> *Share age and level appropriate books with parents / adults at home. * Read, listen to and discuss the texts. 	<ul style="list-style-type: none"> *Share age and level appropriate books with parents / adults at home. * Read, listen to and discuss the texts. 	<ul style="list-style-type: none"> *Share age and level appropriate books with parents / adults at home. * Read, listen to and discuss the texts. * Begin to read with more independence. 	<ul style="list-style-type: none"> *Share age and level appropriate books with parents / adults at home. * Read, listen to and discuss the texts. * Begin to read with more independence.
<p>Appropriate Books (fluency, modelling, intonation)</p>	<ul style="list-style-type: none"> * listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. 	<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. *having free choice to select age-appropriate books from the library. *using year group reading spines for suitable books. 	<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. *having free choice to select age-appropriate books from the library. *using year group reading spines for suitable books. 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction and reference books or textbooks. *Reading books that are structured in different ways and reading for a range of purposes. *making comparisons within and across books. *having free choice to select age-appropriate books from the library and in the classroom. *using year group reading spines for suitable books. 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction and reference books or textbooks. *Reading books that are structured in different ways and reading for a range of purposes. *making comparisons within and across books. *having free choice to select age-appropriate books from the library and in the classroom. *using year group reading spines for suitable books.
<p><u>READING FOR MEANING</u></p>	<ul style="list-style-type: none"> *To begin to make simple inferences. *To predict what might happen on the basis of what has been read so far. 	<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"> *To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. 	<ul style="list-style-type: none"> *To use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts. 	<ul style="list-style-type: none"> *To retrieve, record and present information from a variety of texts. *To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional

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<p>Compre- hension</p>	<p>*To make inferences on the basis of what is being said and done. *To predict what might happen on the basis of what has been read so far in a text. *To recognise that non-fiction books are often structured in different ways.</p>	<p>*To create predictions using evidence from the text. *To retrieve and record information from non-fiction texts using contents and glossaries to locate it.</p>	<p>*To explain predictions from details stated and implied. *To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>	<p>*To draw inferences from characters’ feelings, thoughts and motives with supporting evidence. *To make predictions based on details stated and implied, justifying them in detail with evidence from the text. *To distinguish between fact and opinion.</p>	<p>characters). *To discuss how characters change and develop through texts by drawing inferences based on indirect clues. *To recognise bias, fact and opinion. *To predict what might happen from details stated and implied and be able to reason and justify their opinions.</p>
<p>Vocabulary Developme nt</p>	<p>*Use vocabulary and forms of speech that are increasingly influenced by their experiences of books *Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. *Discussing word meanings, linking new meanings to those already known. *Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. *Discussing their favourite words and phrases.</p>	<p>*To use ‘Book Talk’ to discuss and clarify the meanings of words, linking new meanings to known vocabulary. *To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. *To discuss authors’ choice of words and phrases for effect. *To identify vocabulary that captures the reader’s interest.</p>	<p>*To use ‘Book Talk’ to discuss and clarify the meanings of words, linking new meanings to known vocabulary. *To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. *To discuss authors’ choice of words and phrases for effect. *To identify vocabulary that captures the reader’s interest and imagination.</p>	<p>*To use ‘Book Talk’ ideology to discuss high-level vocabulary in a text. *To discuss vocabulary used by the author to create effect including figurative language. *To evaluate the use of authors’ language and explain how it has created an impact on the reader.</p>	<p>*To use the ‘Book Talk’ ideology to discuss elements of a text, including vocabulary and how it impacts deeper meaning. *To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. *To identify and evaluate the effectiveness of an author’s choice and use of language, explaining the impact on the reader.</p>
<p>Structured Lessons</p>		<p>*Use the Hooked on Books cycle of Book Talk, Demonstration Comprehension and Independent Comprehension. *Use the Reading Rainbow to draw out deeper meaning during Book Talk lessons. *Use modelling from the teacher during Demonstration Comprehension to understand the workings of Readers’ minds. *Be able to apply and demonstrate independent understanding of texts during Independent Comprehension lessons.</p>	<p>*Use the Hooked on Books cycle of Book Talk, Demonstration Comprehension and Independent Comprehension. *Use the Reading Rainbow to draw out deeper meaning during Book Talk lessons. *Use modelling from the teacher during Demonstration Comprehension to understand the workings of Readers’ minds. *Be able to apply and demonstrate independent understanding of texts during Independent Comprehension lessons.</p>	<p>*Use the Hooked on Books cycle of Book Talk, Demonstration Comprehension and Independent Comprehension. *Use the Reading Rainbow to draw out deeper meaning during Book Talk lessons. *Use modelling from the teacher during Demonstration Comprehension to understand the workings of Readers’ minds. *Be able to apply and demonstrate independent understanding of texts during Independent Comprehension lessons.</p>	<p>*Use the Hooked on Books cycle of Book Talk, Demonstration Comprehension and Independent Comprehension. *Use the Reading Rainbow to draw out deeper meaning during Book Talk lessons. *Use modelling from the teacher during Demonstration Comprehension to understand the workings of Readers’ minds. *Be able to apply and demonstrate independent understanding of texts during Independent Comprehension lessons.</p>

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<p style="text-align: center;"><u>READING FOR PLEASURE</u></p> <p style="text-align: center;">Quality Books / Story Time</p>	<ul style="list-style-type: none"> *To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. *To link what they have read or have read to them, to their own experiences. *To retell familiar stories in increasing detail. *To join in with discussions about a text, taking turns and listening to what others say. *To discuss the significance of titles and events. *To recognise simple recurring literary language in stories and poetry. *To ask and answer questions about a text. *To make links between the text they are reading and other texts they have read (in texts that they can read independently). 	<ul style="list-style-type: none"> *To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. *To use appropriate terminology when discussing texts (plot, character, setting). *To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. *To discuss the sequence of events in books and how items of information are related. 	<ul style="list-style-type: none"> *To discuss and compare texts from a wide variety of genres and writers. *To read for a range of purposes. *To identify themes and conventions in a wide range of books. *To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in first person or the use of presentational devices such as numbering / headings). *To identify how language structure and presentation contribute to meaning, *To identify main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> *To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. *To 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. *To identify main ideas drawn from more than one paragraph and to summarise these. *To recommend texts to peers based on personal choice. 	<ul style="list-style-type: none"> *To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. *To recognise more complex themes in what they read (such as loss or heroism). *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 listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. *To draw out key information and to summarise the main ideas in a text. *To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. *To compare characters, settings and themes within a text and across more than one text.
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