

## Reading Progression at Emerson Valley School

	Year 3	Year 4	Year 5	Year 6
Word Reading Phonics and Decoding	<p>Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Know that unfamiliar words can be read by using knowledge of similar words.</p> <p>Know what a root word, prefix and suffix are. Begin to use these both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Read aloud age appropriate books with developing fluency and expression, taking into account punctuation and spoken words.</p>	<p>Use a range of strategies appropriately, including decoding to pronounce unfamiliar words.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Know that many words may have a similar pronunciation but may be written differently.</p> <p>Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words.</p> <p>Use analogy drawing on the pronunciation of similar known words to read others</p> <p>Read aloud age appropriate books with developing fluency, expression and intonation taking into account: inverted commas for dialogue, change of character, tension and atmosphere.</p>	<p>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.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Read aloud from age appropriate books with increasing fluency and expression, taking into account punctuation and the author's intent.</p>	<p>Apply their 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> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Fluently and effortlessly read a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction and reference books.</p>
Range of Reading	<p>Develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Listens to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reads books that are structured in different ways and reading for a range of purposes.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Increase their familiarity with a wide range of books, including</p>	<p>Read and discuss, with increased confidence, an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Increase their familiarity with a wide range of books, including myths, legends</p>

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	<p>Begin reading books that are structured in different ways and reading for a range of purposes</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>	<p>and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>
Poetry and Performance	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>Begin to recognise some different forms of poetry and their structure and/or pattern. (e.g. free verse, narrative poems, alphabet poems, rap, riddle, shape poems and calligrams).</p>	<p>Prepares poems and play scripts to read aloud and to perform, showing an increased understanding through intonation, tone, volume and action.</p> <p>Recognises some different forms of poetry and their structure. (e.g. free verse, narrative poetry, haiku, limericks, cinquains, kennings)</p>	<p>Recite a wide range of poetry by heart.</p> <p>Prepares poems and plays to perform showing an awareness of audience through using intonation, tone, volume and action.</p> <p>Recognise and compare an increasing range of poetry structures.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>Recognise and compare an increasing range of poetry structures and comment on how their structure influences meaning.</p>
Word Meaning Vocabulary (V)	<p>Identify and discuss the meaning of words in context.</p> <p>Identify words and phrases that capture the reader's interest and contribute to the meaning of the text.</p>	<p>Identify the language conventions of non-fiction in relation to the text type</p> <p>Explain the meaning of new words in context</p> <p>Explain how words and phrases capture the reader's interest and imagination and how they</p>	<p>Explore the meaning of words in a given context within fiction and non-fiction.</p> <p>Evaluate how authors use language to impact the reader.</p> <p>Use age appropriate dictionaries and a thesaurus to check the meanings of words.</p>	<p>Explore the meaning of words in different contexts within fiction and non-fiction.</p> <p>Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader.</p>

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	Begin to use a dictionary to check the meaning of words that they have read.	contribute to the meaning of the text.  Use age appropriate dictionaries with increased confidence to check the meanings of words.		Use age appropriate dictionaries and a thesaurus to check the meanings of words
Inference (I)	Discuss the actions of characters and make inferences based on what is being said and done.  Begin to justify their inferences e.g. Justify inferences with a single piece of evidence from the text to support one specific point.	Draw inferences about characters' feelings and motives.  Discuss how speech can show a character's emotions.  Draw generally accurate inferences. Justify inferences with several pieces of evidence from the text to support one specific point	Draw inferences from within the text about themes and characters' and authors' viewpoints.  Justify inferences and views with a variety of references from across the text	Infer underlying themes and ideas.  Draw more complex inferences across texts about characters' viewpoints, authors' viewpoints and themes.  Justify their inferences and views with specific evidence using a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument.
Prediction (P)	Predict what might happen next based on what has been read so far.  Begin to use clues from the text to predict what might happen next.  Give reasons for predicting what might happen next.	Make predictions based on knowledge of the text.  Predict what might happen from details stated and implied. Begin to justify these with references to the text.  Make predictions using experience of reading books by the same author.	Make predictions and express opinions, explaining and justifying these with specific reference to the text.  Make predictions using experience of reading books by the same author or of a similar genre/theme.	Make predictions and express opinions, explaining and justifying these in detail using quotations and text references to support ideas and arguments.  Make predictions using experience of reading books by the same author or based on their wider understanding of the content and themes.
Explain (E)	Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil.	Identify the author's message about the theme	Identify an author's treatment of the same theme across one or several of their books/poems.	Identify how the same theme is represented across texts and how multiple themes are presented in longer narratives.

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	<p>Identify the language conventions of non-fiction in relation to the text type.</p> <p>Identify the structural conventions of non-fiction in relation to the text type.</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'</p>	<p>Identify the structural conventions of non-fiction in relation to the text type.</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork.</p>	<p>Explain their thinking through making reference to key details e.g. quoting from the text.</p> <p>Identify the structural conventions of non-fiction in relation to the text type.</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument.</p> <p>Distinguish between fact and opinion.</p>	<p>Explain their thinking through making reference to key details and comparisons.</p> <p>Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash).</p> <p>Distinguish between fact, opinion and bias</p>
Retrieve (R)	<p>Use contents and sub-headings to locate relevant information.</p> <p>Identify a main topic to research, independently and through shared reading.</p>	<p>Use contents, indexes, glossaries and sub-headings to locate specific information.</p> <p>Use skimming to locate main ideas in the text. Use scanning to locate specific information.</p> <p>Independently identify key questions to research about a topic.</p>	<p>Use skimming and scanning to locate information efficiently across a range of sources.</p> <p>Independently identify key questions to research about a topic.</p>	<p>Use skimming and scanning to locate information selectively and precisely across a range of sources.</p> <p>Independently devise key questions and identify themes to research.</p>
Summarise (S)	<p>Identify and summarise the main idea of a paragraph.</p> <p>Make notes from one source to capture key information about a</p>	<p>Summarise ideas from across several paragraphs or sections.</p> <p>Make notes from one source to answer key questions through: highlighting/</p>	<p>Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue.</p>	<p>Summarise ideas, events and information throughout a text and across texts.</p> <p>Make notes from several sources to gather information.</p>

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	topic through recording or highlighting sentences/key words.	recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping.	Make notes from several sources to gather information.  Explore and use their own techniques to make notes.  Refine notes by disregarding irrelevant information.	Make choices about the most efficient techniques to make notes.  Refine notes by disregarding unreliable and irrelevant information.
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