Reading- Whole School Progression Overview

Dobcroft
JUNIOR SCHOOL
Together we make a difference

	Year 3	Year 4	Year 5	Year 6
Whole Class Reading Texts	**Autumn 1**: Fiction: Revolting Rhymes Non Fiction: Hedgehog information texts (1 week) **Autumn 2:** Fiction: The Hodgeheg Non Fiction: Christmas recipes (1 week)	**Autumn 1:** Fiction: Kensuke's Kingdom Non-fiction: Romans non-fiction reference book **Autumn 2:** Fiction: Kensuke's Kingdom Play script: Y4 performance Poetry: to be decided (1 weeks)	**Autumn 1:** The Highwayman poetry and Oranges in no man's land **Autumn 2:** Oranges in no man's land **Non-fiction:** Volcano/Earthquake information text, newspaper and Explanation text Ancient Maya information text	**Autumn 1:** Room 13 (Classic Novel) **Autumn 2:** Room 13 **Non-fiction:** 101 Scientists Who Made History plus Geography/science Extracts from a range of Non-fiction books **Poetry:** The Lady of Shalott
	Spring 1 Fiction: Greek Myths (short stories) Non Fiction: Rivers Information Book (2 weeks) **Spring 2:** Non Fiction: The Body Information Book (2 weeks) Fiction: The Boy who Grew Dragons	**Spring 1:** Fiction: Firework Maker's Daughter Non-fiction: Electricity reference books Poetry: to be decided (1 weeks) **Spring 2:** Fiction: Firework Maker's Daughter Non-fiction: Digestive system non-fiction text book	**Spring 1:** Wonder **Non-fiction:** Ancient Egypt explanation text, instructions and information text **Spring 2:** Wonder	**Spring 1:** Coraline **Spring 2:** Coraline **Non-fiction:** Vikings plus **Non-fiction** and **poetry** comprehensions once a week NB: in academic year 2021/22, 2 classes start the year with Room 13 and 101 Scientist while the other 2 classes are studying Coraline and Vikings. This then swaps after Christmas. This is due to the bigger year-group and the number of texts available in school. Planning is adapted depending on the term taught.
	Summer 1: Fiction: The Boy who Grew Dragons Playscript: TBC (1 week) **Summer 2:** Poetry: Michael Rosen Poetry Non Fiction: Biographies (2 weeks)	**Summer 1:** Fiction: Demon Headmaster or Gangster Granny. Non-fiction: Anglo Saxons non-fiction books Poetry: to be decided (1 weeks) **Summer 2:** Fiction: Demon Headmaster or Gangster Granny.	**Summer 1:** The Magician's Nephew **Summer 2:** The Magician's Nephew **Non-fiction:** Science and living things text book **Play script**: (To be decided)	**Summer 1:** Goodnight Mr Tom **Summer 2:** Goodnight Mr Tom **Play script:** TBC varied each year

	KS1	Year 3	Year 4	Year 5	Year 6
Attitude to Reading		Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally		Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommending books that they have read to their peers, giving reasons for their choices **Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.**	
Word Reading	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*	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 n-, 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, to begin to read aloud.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Common Exception Words	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Fluency	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	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**.			
Vocabulary	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	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 use dictionaries to check the meaning of words that they have read. To ask questions to improve understanding.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Discuss vocabulary used to capture readers' interest and imagination. To use dictionaries to check the meaning of words that they have read. To ask questions to improve understanding.	Check that the book makes sense, discussing their understanding and exploring the meaning of words in context To discuss and evaluate the use of authors' language and explain how it has created an impact on the reader including some figurative language. To use dictionaries to check the meaning of words that they have read.	Check that the book makes sense, discussing their understanding and exploring the meaning of words in context 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 use dictionaries to check the meaning of words that they have read.
Inference	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Prediction	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.
Explain	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	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 and setting)	To read books that are structured in different ways and reading for a range of purposes. To identify themes and conventions in a wide range of books. E.g. (triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To continue to 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.	To read and discuss 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 consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). Provide reasoned justifications for their views 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
Retrieve		To retrieve and record information from fiction and non-fiction.	To use all of the organisational devices available to retrieve, record and discuss information from fiction and non-fiction texts. To distinguish between fact and opinion	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. To distinguish between fact and opinion	To retrieve, record and present information from fiction and non-fiction texts. To distinguish between fact and opinion
Sequence and Summarise	To discuss the sequence of events in books and how items of information are related.	To identify main ideas drawn from more than one paragraph and summarising these	To identify main ideas drawn from more than one paragraph and summarising these	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	To draw out key information and to summarise the main ideas in a text.

| **Poetry and Performance** | To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. | To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.

To begin to use appropriate intonation and volume when reading aloud. | To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).

To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. | To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.

To learn a wider range of poetry by heart | To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. |