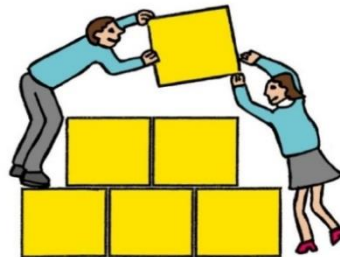


Sproston Junior School

Progression in reading year by year



Note: Content taken from The National Curriculum 2014 and the DfE's Key Stage One and Two 2016 English Reading Test Framework guidance

Sprowston Junior Reading Progression

		Comprehension				
Reading Strand	Year 1	Year 2	Years 3	Year 4	Year 5	Years 6
Range of Texts	(listening to and] discussing a wide range of poems, stories and non-fiction [at a level beyond that at which they can read independently]	[listening to,] discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction [at a level beyond that at which they can read independently]	[listening to and] discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	[listening to and] discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks
		being introduced to non-fiction books that are structured in different ways	reading books that are structured in different ways and reading for a range of purposes. Retrieve and record information.	reading books that are structured in different ways and reading for a range of purposes. To use organisational devices. To use dictionaries.	reading books that are structured in different ways and reading for a range of purposes. To retrieve, record and discuss information.	reading books that are structured in different ways and reading for a range of purposes. To use NF materials as purposeful information for retrieval.

	becoming very familiar with key stories, fairy stories and traditional tales, [retelling them and] considering their particular characteristics	becoming increasingly familiar with [and retelling] a wider range of stories, fairy stories and traditional tales	increasing their familiarity with a wide range of books, including fairy stories, myths and legends [and retelling some of these orally]. Non fiction texts, poetry.	increasing their familiarity with a wide range of books, including fairy stories, myths and legends [and retelling some of these orally] Non fiction texts, poetry.	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. Non fiction texts, poetry.	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 Non fiction texts, poetry.
Themes & Conventions			identifying themes and conventions in a wide range of books	identifying themes and conventions in a wide range of books	identifying and discussing themes and conventions in and across a wide range of writing	identifying and discussing themes and conventions in and across a wide range of writing. To recognise complex themes in what they read (such as loss and heroism)
Making Inferences	making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences and justifying these with evidence from the text and providing reasoned justifications for their views	drawing inferences and justifying these with evidence from the text and providing reasoned justifications for their views

	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied
Comprehension	drawing on what they already know or on background information and vocabulary [provided by the teacher]	drawing on what they already know or on background information and vocabulary [provided by the teacher]	[checking that the text makes sense to them], discussing their understanding, and explaining the meaning of words in context	[checking that the text makes sense to them], discussing their understanding, and explaining the meaning of words in context	[checking that the book makes sense to them], discussing their understanding and exploring the meaning of words in context	[checking that the book makes sense to them], discussing their understanding and exploring the meaning of words in context
	explain clearly their understanding of what is read [to them] discussing the significance of the title and events	explain and discuss their understanding of books, poems and other material, [both those that they listen to and] those they read for themselves <i>in terms of Identifying key aspects of fiction and non-fiction texts, such as characters, events and information</i>	Identifying main ideas drawn from more than one paragraph and summarising these	Identifying main ideas drawn from more than one paragraph and summarising these	Summarising main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Summarising main ideas drawn from more than one paragraph, identifying key details that support the main ideas. To distinguish between statements of fact and opinion. To compare characters, settings and themes with in and across texts.
		discussing the sequence of	identifying how language,	identifying how language,	identifying how language,	identifying how language,

		events in books and how items of information are related <i>and organised in texts</i>	structure and presentation contribute to meaning	structure and presentation contribute to meaning	structure and presentation contribute to meaning	structure and presentation contribute to meaning
			retrieving and recording information from non-fiction	retrieving and recording information from non-fiction	retrieving and recording [and present] information from nonfiction making comparisons within and across books distinguishing between statements of fact and opinion	retrieving and recording [and present] information from nonfiction making comparisons within and across books distinguishing between statements of fact and opinion
Language for Effect		recognising simple [recurring] literary language in stories and poetry	discussing words and phrases that capture the reader's interest and imagination. To discuss the author's choice of words and phrases for effect. To check that a text makes sense to them.	discussing words and phrases that capture the reader's interest and imagination. Discuss vocabulary used to capture reader's interest and imagination.	discussing and evaluating how authors use language, including figurative language, considering the impact on the reader <i>at word, sentence and text level</i> .	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as simile, metaphor, analogy, imagery, style and effect.
	being encouraged to link what they	Discussing their favourite words and phrases	Using dictionaries to check the meaning of words they have read	Using dictionaries to check the meaning of	recommending books they have read to their peers,	recommending books they have read to their peers,

<p>Reading Experiences</p> <p>(Not directly assessed but essential for good comprehension)</p>	read or hear read to their own experiences			words they have read	giving reasons for their choices	giving reasons for their choices
	<p>recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Learning a wider range of poetry by heart</p> <p>preparing poems to read aloud and to perform, showing understanding through appropriate intonation and volume so that the meaning is clear to an audience</p>	<p>Learning a wider range of poetry by heart</p> <p>preparing poems to read aloud and to perform, showing understanding through appropriate intonation and volume so that the meaning is clear to an audience.</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>
	checking that the text makes sense to them as they read and correcting inaccurate reading	discussing the sequence of events in books and how items of information are related	recognising some different forms of poetry (eg: free verse, narrative poetry)	recognising some different forms of poetry (eg: free verse, narrative poetry)		
	participate in discussion about	participate in discussion about	participating in discussion about books	To discuss and compare texts	participating in conversations	To read for pleasure,

	<p>what is read to them, taking turns and listening to what others say</p>	<p>books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>that are read to them as well as those they can read for themselves, taking turns and listening to what others say.</p> <p>To use appropriate terminology when discussing texts-plot/character/setting</p>	<p>from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To identify main ideas drawn from more than one paragraph.</p> <p>To refer to authorial style.</p>	<p>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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend books to peers based on personal choice.</p>	<p>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.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>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.</p> <p>To listen to guidance and</p>
--	--	--	---	---	---	---

						<p>feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
					explaining and discussing their	

					understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	
		answering and asking questions	asking questions to improve their understanding of a text	asking questions to improve their understanding of a text	asking questions to improve their understanding	asking questions to improve their understanding