



## **William Booth Primary and Nursery School**

### **Progression Map**

#### **Reading**

At William Booth Primary School:

- Our reading curriculum aims to not only develop children as confident readers, but to instil a lifelong love of reading that impacts on all other areas of learning and improves overall life chances. Reading does so much! Through reading, children learn about people, places and events outside their own experience. Reading plays a significant part in closing the vocabulary gap, leading to more highly-developed language skills and improving a child's ability to write well.
- Throughout early years and KS1 we aim to expose children to a wide variety of high-quality texts so they can learn about how many wonderful books there are available and what their personal preferences are.
- Children in key stage 2 study novels with their class to ensure they learn the joy of thoroughly engaging with and committing to a story - being immersed in another world.
- All children can access books from the library and are encouraged to read challenging books as well as books matched to their current reading ability to develop their sense of identity as a reader. Reading is seen as a fundamental aspect of all areas of our curriculum and is used to drive learning in other subjects. Reading for pleasure is an important part of our daily timetable and is a time when children can choose their own reading material and engage in high-quality book talk with their teachers and peers and enjoy being really excited about reading.

## Termly Progression: EYFS

Year N	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound</li> </ul> </li> <li>• Oral blend simple CVC words with the SoundsWrite lines for listening</li> <li>• Sing a large repertoire of songs</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>• Enjoy sharing books with an adult.</li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>• Pay attention and respond to the pictures or the words.</li> <li>• Repeat words and phrases from familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Develop play around favourite stories using props.</li> <li>• Develop use of vocabulary from stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Use a wider range of vocabulary from stories.</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>

Year R	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound</li> </ul> </li> <li>• Oral blend simple CVC words</li> <li>• Sing a large repertoire of songs.</li> <li>• Begin to link sounds to symbols up to the end of SoundsWrite Unit 5.</li> <li>• Begin to read CVC words using embedded sounds.</li> <li>• Begin to read simple sentences using embedded sounds.</li> <li>• Begin to recognise common exception words up to SoundsWrite Unit 5.</li> </ul>	<ul style="list-style-type: none"> <li>• Link sounds to symbols up to the end of SoundsWrite Initial Code.</li> <li>• Read CVC words using embedded sounds.</li> <li>• Read CVCC, VCC, CCVC words using embedded sounds.</li> <li>• Read sentences using embedded sounds.</li> <li>• Recognise common exception words up to the end of the SoundsWrite Initial Code (plus go, he, she, we, me, be)</li> <li>• Begin to develop fluency when reading decodable books</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Link symbols to sounds for each letter in the alphabet and the following digraphs/trigraphs – sh ch th ck ng ai ee oa er ou oi ar or oo igh air ear</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Use a wider range of vocabulary from stories.</li> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Begin to make predictions about stories</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to learn and embed new vocabulary found in stories.</li> <li>• Begin to use new vocabulary in appropriate contexts.</li> <li>• Describe story events in some detail.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Make predictions about stories.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play</li> </ul>

# Termly Progression: Year 1

Term	Autumn	Spring	Summer	National Curriculum
<b>Strategies</b>	Multiple reading strategies actively modelled throughout the reading curriculum: Activate & Connect (background knowledge), Monitor & Clarify, questioning. Chdn to practise and apply these.			<p><b>Word Reading</b></p> <p>Apply phonic knowledge and skills as a route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and the sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter (s).</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up my fluency and confidence in word reading. Apply phonic knowledge and skills as a route to decode words.</p> <p><b>Comprehension</b></p> <p>I can develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.</p> <p>Being encouraged to link what I have read or heard read to my own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>I can understand both the books I can already read accurately and fluently and those I listen to by:</p> <p>Drawing on what I already know or on background information and vocabulary provided by my teacher.</p> <p>Checking that the text makes sense to me as I read and correcting any inaccurate reading.</p> <p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>I can participate in discussion about what is read to me, taking turns and listening to what others say.</p> <p>I can explain clearly my understanding of what is read to me.</p>
<b>Word Reading</b>	<p><b>All children engage in the Sounds Write Phonics Programme (Embed Initial Code and then move to focus on the Extended Code)</b></p> <p>Read simple polysyllabic words.</p> <p>Exposure to contracted words to support children’s understanding of the use of apostrophes.</p> <p>Link symbols to sounds for each letter in the alphabet and the following digraphs/trigraphs – sh ch th ck ng ai ee oa er ou oi ar or oo igh air ear</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p><b>All children engage in the Sounds Write Phonics Programme (The Extended Code continued here in Year 1 – introducing Polysyllabic words)</b></p> <p>Respond with growing confidence with the correct sound to graphemes including alternatives taught by spring term,</p> <p>Read by blending phonemes. Children continue to add to their knowledge of common exception words and can recognise and read these with growing confidence.</p> <p>Children continue to add to their knowledge of GPCs and word endings through shared reading lessons. – es, -ing, -ed, -er. E.g. walk<u>ed</u>, push<u>ed</u>.</p> <p>Read more complex polysyllabic words. Read words with contractions with growing confidence.</p>	<p><b>All children engage in the Sounds Write Phonics Programme (The Extended Code continued here in Year 1 – introducing Polysyllabic words)</b></p> <p>See Word Reading expectations (Right)</p>	
<b>Vocabulary</b>	Continue to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play	Able to use clues from the teacher to unpick the meanings of new words. Use Pre-teach model to develop children’s vocabulary. Vocabulary carefully selected from key texts.	Discuss word meanings, linking new meanings to those already known. Understand books they have read and listened to by drawing on what they already know or on background information and vocabulary.	
<b>Inference</b>	In a books read together, children are able to understand how the main characters are feeling and can share why they think this.	Growing confidence in using their knowledge of the world to support simple inferences - character feelings, why events have happened.	To make a range of inferences based on age-appropriate books.	
<b>Predict</b>	Anticipate key events in stories based on what they know has happened so far. Know and understand the word prediction.	Growing confidence in creating own predictions. Able to share predictions orally with explanations for their thinking. Able to link what is read to their own experiences.	Understand what they have read by predicting what might happen based on what has been done or said so far.	
<b>Explain</b>	Familiar with some traditional tales and can talk about the main features of these.	Able to explain the key features of traditional tales and familiar stories.	Explain clearly their understanding of what is being read to them, responding confidently to a range of questions to demonstrate their understanding.	
<b>Retrieve</b>	Have an understanding of some familiar stories and can recall some of the key details.	Able to find key information in a text through structured discussion & scaffolding from the teacher.	Participate in discussion about what is being read through retrieving key information. Able to locate key information in a text through guided discussion.	
<b>Sequence</b>	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Use structured resources provided to explain the sequence of the main events of a story – using picture prompts, sentence stems. (Using books from the school Year 1 Reading Spine)	Be very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	
<b>Range of reading &amp; Fluency</b>	Range of texts Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: - Having opportunities to read books and authors they might not choose themselves, and be taught to exercise choice in selecting books, with teachers making use of library services and other expertise. - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Reading books that are structured in different ways and reading for a range of purposes. - Participating 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. Ongoing development of <b>fluency</b> including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.			

## Termly Progression: Year 2

Term	Autumn	Spring	Summer	National Curriculum
<b>Strategies</b>	Multiple reading strategies actively modelled throughout the reading curriculum: Activate & Connect (background knowledge), Monitor & Clarify, questioning. Chdn to practise and apply these.			<b>Word Reading</b>
<b>Word Reading</b>  *Books matched with phonics *Chdn re-read to build their fluency	<p><b>All children engage in the Sounds Write Phonics Programme (Consolidation of the Extended Code for all children)</b></p> <p>Begin to read and recognise words containing common suffixes.</p> <p>Continue to build knowledge of common exception words.</p> <p>Consolidate and embed Year 1 expectations (See previous page) respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>	<p><b>All children engage in the Sounds Write Phonics Programme (Consolidation of the Extended Code for all children)</b></p> <p>Growing confidence in decoding which is becoming more automatic. Reading fluency is developing.</p> <p>Continue to read accurately by blending the sounds in words that contain graphemes taught so far.</p> <p>Read with increasing accuracy words of two or more syllables.</p> <p>Developing to move away from blending with more emphasis on sight recognition and fluency.</p>	<p><b>All children engage in the Sounds Write Phonics Programme (Consolidation of the Extended Code for all children)</b></p> <p>See Word Reading expectations (Right)</p>	<p>Continue to apply phonic knowledge and skills as a route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to my improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up my fluency and confidence in word reading.</p>
<b>Vocabulary</b>	Growing confidence in explaining the meaning of new words in context. Retrieval practice supports children to embed the learning of new word meanings.	Use Pre-teach model to develop children's vocabulary even further. Vocabulary carefully selected from key texts, making use of Tier two vocabulary. Children's vocabulary continues to develop.	Discuss and clarify the meanings of new words, linking new meanings to known vocabulary provided by the teacher. Understand what they have read and listened to by drawing on what they already know or on background information and vocabulary provided by the teacher.	<b>Comprehension</b> I can develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of contemporary and classic poems, stories and non-fiction at a level beyond that at which I can read independently. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways. Recognising simple recurring literary language in stories and poetry. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing my favourite words and phrases. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. I can understand both the books I can already read accurately and fluently and those I listen to by: Drawing on what I already know or on background information and vocabulary provided by my teacher. Checking that the text makes sense to me as I read and correcting any inaccurate reading. Making inferences on the basis of what is being said and done. Answering and asking questions. Predicting what might happen on the basis of what has been read so far. I can participate in discussion about books, poems and other works that are read to me and those that I can read to myself, taking turns and listening to what others say. I can explain and discuss my understanding of books, poems and other materials, both those that I listen to and those that I can read to myself.
<b>Inference</b>	Able to unpick character's actions and feelings and can explain their thinking through discussion. Drawing on wider background knowledge & experience to support thinking.	Becoming more confident in reading a text and then making some inferences. Focus on character actions, feelings and key events.	Can answer questions and make some inferences in a book they have read fluently.	
<b>Predict</b>	Able to discuss and explore what might happen next in text.	Able to discuss and explore what might happen next in a text, providing reasons for thinking.	Predict what might happen on the basis of what has been read so far.	
<b>Explain</b>	Able to explain the meaning of new words in context linked to familiar texts read in Year 2. Begin to discuss and unpick how language is used for effect.	Able to recognise and discuss key themes in familiar texts such as: good overcomes evil, triumph over challenge. Able to discuss how language is used for effect.	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.	
<b>Retrieve</b>	Developing the skills of scanning to locate information in a text that has been read and discussed. Growing confidence in locating key information.	Apply scanning skills to non-fiction texts to find key facts and information.	Retrieve and record key information and key details from fiction and non-fiction texts both verbally and in writing. Able to confidently retrieve from a range of texts.	
<b>Sequence</b>	Recap on the process of 'sequencing' & consolidate understanding using Year 2 texts. Use of scaffolds to support thinking such as sentence starters, image prompts.	Developing confidence in sequencing the main events of new Year 2 texts. Able to unpick and make changes if presented with a deliberate incorrect sequence	Identify and explain the sequence of events in a text confidently. Read a series of events and number these correctly to show the order in which they happen. (Using Year 2 texts from the school reading spine)	
<b>Range of reading &amp; Fluency</b>	Range of texts Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: - Having opportunities to read books and authors they might not choose themselves, and be taught to exercise choice in selecting books, with teachers making use of library services and other expertise. - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Reading books that are structured in different ways and reading for a range of purposes. - Participating 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. Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.			

## Termly Progression: Year 3

Term	Autumn	Spring	Summer	National Curriculum
<b>Strategies</b>	Multiple reading strategies actively modelled throughout the reading curriculum: Activate & Connect (background knowledge), Monitor & Clarify, questioning. Chdn to practise and apply these.			<b>Word Reading</b>
<b>Word Reading</b>	Recap prior learning of root words, prefixes and suffixes. Recognise these word parts in key vocabulary. Building on from KS1, begin to read further common exception words.	Use of root words, prefixes and suffixes support to read aloud new words. Continue to read further exception words and discuss how they may sound different to the spelling.	Use developing knowledge of root words, prefixes and suffixes to read aloud new words and begin to understand the meaning of these words. Read further exception words (Yr3), noticing the difference between spelling and sound.	Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. Read further exception words, noticing the difference between spelling and sound.
<b>Vocabulary</b>	Recap strategies for working out the meanings of unfamiliar words. Pre-teach meanings of unfamiliar words and provide opportunities to learn and apply new words in context.	Regular opportunities to check for understanding through discussion about a text. Unpick the meaning of new words.  Begin to explore how words and phrases make the reader feel: 'Read as a reader'.	Growing confidence to check that a text makes sense, discussing understanding and meaning of words in context.  Begin to accurately use dictionaries and knowledge organisers to check the meaning of words they have read.	<b>Comprehension</b> 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. Using dictionaries to check the meaning of words I have read. Becoming more familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to perform, showing my understanding through intonation, tone, volume and action.
<b>Inference</b>	Recap prior learning on making inference on the basis of what is being said and done. Begin to make inferences about characters in Year 3 texts based on speech and actions	Begin to use background knowledge and clues from the text to support inferences.  Share reasons for inferences both verbally and in written form.	Become more confident in using background knowledge and clues from the text to create well-thought out inferences. Check own inferences are accurate by finding evidence in the text.	Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry (for example, free verse, narrative poetry)
<b>Predict</b>	Recap prior learning from KS1 on making predictions based on what has been read so far. Begin to apply learning to new texts	Unpick the main events from a text so far and use this information to make a plausible prediction about what might happen next.	Link to learning around inference. Prediction is a type of inference. Discuss how predictions could be made from details that are implied.	Checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. Asking questions to improve my understanding of a text.
<b>Explain</b>	Recap learning from KS1 on explaining key aspects of fiction and non-fiction texts. Begin to apply to new texts.	Explore strategies to check that a text makes sense. Provide opportunity to use strategies with familiar texts including unpicking the meaning of new words.	Growing confidence in checking the text makes sense by discussing understanding and explaining the meaning of words in context. Verbally and in written form.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
<b>Retrieve</b>	Recap learning from KS1 on finding key information in fiction and non-fiction texts. Begin to apply learning to new texts.	Begin to locate and record key information in non-fiction such as dates and key facts.	Able to locate and record key information in fiction texts and poetry such as events specific details about characters.	Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these.
<b>Summarise</b>	Recap prior learning on sequencing key events from a text from KS1. Begin to introduce the concept of summarising and model this with short extracts of familiar texts.	After multiple readings of a text to support understanding, verbally summarise the key points.	After multiple readings of a text to support understanding, summarise the key points both verbally and in written form.	Identifying how language, structure, and presentation help me to understand the meaning of a text.
<b>Range of reading &amp; Fluency</b>	Range of texts Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: - Having opportunities to read books and authors they might not choose themselves, and be taught to exercise choice in selecting books, with teachers making use of library services and other expertise. - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Reading books that are structured in different ways and reading for a range of purposes. - Participating 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. Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.			I can retrieve and record information from non-fiction. I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

## Termly Progression: Year 4

Term	Autumn	Spring	Summer	National Curriculum
<b>Strategies</b>	Multiple reading strategies actively modelled throughout the reading curriculum: Activate & Connect (background knowledge), Monitor & Clarify, questioning. Chdn to practise and apply these.			<b>Word Reading</b>
<b>Word Reading</b>	Use developing knowledge of root words, prefixes and suffixes to read aloud new words and begin to understand the meaning of these words. Read further exception words (Yr3 and some Yr 4)	Read further exception words (Yr3 and some Yr 4), noticing the difference between spelling and sound. Growing accuracy in use of root words, prefixes and suffixes to read unfamiliar words.	Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. Read further exception words (Yr 4), noticing the difference between spelling and sound.	Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. Read further exception words, noticing the difference between spelling and sound.
<b>Vocabulary</b>	With growing confidence, check that a text makes sense, discussing understanding and explaining the meaning of words in context. Use of pre teach to support learning of new vocabulary. Children have opportunity to apply learning in context.	Discuss words and phrases that capture reader's interest and imagination. Discuss how this effect has been achieved – read as a reader.  More confident use of dictionaries and knowledge organisers to check the meaning of words they have read.	Check that a text makes sense, discussing understanding and explaining the meaning of words in context. Discuss words and phrases and capture reader's interest and imagination. Use dictionaries to check the meaning of words they have read.	<b>Comprehension</b> I can develop my positive attitude to reading and understanding of what I read by: 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. Using dictionaries to check the meaning of words I have read. Becoming more familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to perform, showing my understanding through intonation, tone, volume and action.
<b>Inference</b>	With increasing independence, understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions	With increasing confidence, justify inferences with evidence. Share evidence both verbally and in written form. Ability to empathise with characters.	Understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence.	Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry (for example, free verse, narrative poetry)
<b>Predict</b>	Become more confident in predicting what might happen from details stated and implied. Share reasons for predictions.	Predict what might happen from details stated and implied.	Create plausible predictions about what might happen from details stated and implied in unfamiliar texts. Share clear reasons for thoughts.	Checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.
<b>Explain</b>	Able to use structures and features of texts to support understanding. Able to discuss and explain key themes in texts to support understanding.	Discuss the author's choice of language and explain how this contributes to the overall meaning of the text.	Check that the text makes sense by discussing understanding and explaining the meaning of words in context.	Asking questions to improve my understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
<b>Retrieve</b>	In unfamiliar texts, retrieve and record from both fiction and non-fiction.	Retrieve and record from both fiction and non-fiction.	Independently retrieve and record from both fiction and non-fiction accurately.	Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these.
<b>Summarise</b>	Identify main ideas drawn from one paragraph of a familiar text and summarise these in verbal and written form	Identify main ideas from more than one paragraph from a familiar text and summarise these – verbally and in written form	Identify main ideas from more than one paragraph from an unfamiliar text and summarise these in written form.	
<b>Range of reading &amp; Fluency</b>	Range of texts Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: - Having opportunities to read books and authors they might not choose themselves, and be taught to exercise choice in selecting books, with teachers making use of library services and other expertise. - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Reading books that are structured in different ways and reading for a range of purposes. - Participating 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. Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.			

## Termly Progression: Year 5

Term	Autumn	Spring	Summer	National Curriculum
<b>Strategies</b>	Multiple reading strategies actively modelled throughout the reading curriculum: Activate & Connect (background knowledge), Monitor & Clarify, questioning. Chdn to practise and apply these.			<p><b>Word Reading</b> Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.</p> <p><b>Comprehension</b> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. 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. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. Preparing poems and play to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience.</p> <p>Checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. Asking questions to improve my understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea. Identifying how language, structure, and presentation contribute to meaning.</p> <p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can distinguish between statements of fact and opinion. I can retrieve, record and present information from non-fiction. I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. I can explain and discuss my understanding of what I have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary. I can provide reasoned justifications for my views.</p>
<b>Word Reading</b>	Read unknown words with prefixes and suffixes and begin to make connections between words.	Confidently read most words, understanding the impact of prefixes and suffixes on root words.	Some understanding of word etymology to support the reading of longer, unfamiliar words. Can read all words from the Year 5 word list.	
<b>Vocabulary</b>	Check that a text makes sense, discussing understanding and explaining the meaning of words in context.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Check that a text makes sense, discussing understanding and explaining the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	
<b>Inference</b>	Becoming more confident to understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions.	Becoming more confident in justifying inferences with evidence. Sharing these both in discussions and in written form.	Understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence.	
<b>Predict</b>	Predict what might happen from details that have been stated and implied. Share reasons for thoughts.	In more complex texts, predict what might happen from details that have been stated and implied. Create opportunities to test predictions to see how accurate these are.	Predict what might happen from details that have been stated and implied.	
<b>Explain</b>	Explain and discuss understanding of what has been read, including through formal presentation and debates. Maintaining a focus on the topic and using notes where necessary.	Participate in books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	Explain and discuss understanding of what has been read, including through formal presentation and debates. Maintaining a focus on the topic and using notes where necessary. Participate in books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	
<b>Retrieve</b>	Retrieve, record and present information from both fiction and non-fiction.	Retrieve, record and present information from both fiction and non-fiction.	Retrieve, record and present information from both fiction and non-fiction.	
<b>Summarise</b>	Identify main ideas drawn from one paragraph, identifying key details that support the main idea.	Identify main ideas drawn from more than one paragraph, identifying key details that support the main idea.	Identify main ideas drawn from a full text, identifying key details that support the main idea.	
<b>Range of reading &amp; Fluency</b>	Range of Texts Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: - Continuing to read and discuss an increasingly 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. - 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. - Learning a wider range of poetry by heart. - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. - Participating 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 view courteously. Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.			

## Termly Progression: Year 6

Term	Autumn	Spring	Summer	National Curriculum
<b>Strategies</b>	Multiple reading strategies actively modelled throughout the reading curriculum: Activate & Connect (background knowledge), Monitor & Clarify, questioning. Chdn to practise and apply these.			<p><b>Word Reading</b> Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.</p> <p><b>Comprehension</b> I can develop my positive attitude to reading and understanding of what I read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. 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. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. Preparing poems and play to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience. I can understand what I read in books and I can read independently by: Checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. Asking questions to improve my understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea. Identifying how language, structure, and presentation contribute to meaning. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can distinguish between statements of fact and opinion. I can retrieve, record and present information from non-fiction. I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. I can explain and discuss my understanding of what I have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary. I can provide reasoned justifications for my views.</p>
<b>Word Reading</b>	Able to read most unfamiliar words and can predict the meaning of related words using own knowledge.	Able to read almost all words accurately. Use of knowledge of etymology to work out the meaning of unfamiliar words.	Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.	
<b>Vocabulary</b>	Developing confidence in checking a text makes sense, discussing their understanding and explaining the meaning of words in context.	Confidently discuss and evaluate how authors use language – explore use of figurative language, metaphors, and similes	Confidently check a text makes sense, discussing their understanding and explaining the meaning of words in context. Confidently discuss and evaluate how authors use language, including figurative language, considering the impact of the reader.	
<b>Inference</b>	Can explain how an author would like a character to be perceived by the reader based on the way the descriptions have been written.	Can unpick subtle clues in texts that allows reading for deeper meaning through the use of inference. Able to use knowledge of inferences to make the connection between reading and writing.	Confidently understand what they have read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence	
<b>Predict</b>	Confidently predict what might happen from details stated and implied. Share reasons. Make use of background knowledge to support predictions e.g. compare with similar texts.	Confidently predict what might happen from details stated and implied. Test out predictions to check for accuracy.	Confidently predict what might happen from details stated and implied.	
<b>Explain</b>	Confidently explain and discuss understanding of what they have read, including through formal presentations and debates. Maintaining a focus on the topic and using notes where necessary.	Confidently participate in discussions about books that are read to them and those they can read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	Confidently explain and discuss understanding of what they have read, including through formal presentations and debates. Maintaining a focus on the topic and using notes where necessary. Confidently participate in discussions about books that are read to them and those they can read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	
<b>Retrieve</b>	Confidently retrieve, record and present information from both fiction and non-fiction.	Confidently retrieve, record and present information from both fiction and non-fiction.	Confidently retrieve, record and present information from both fiction and non-fiction.	
<b>Summarise</b>	Confidently identify main ideas drawn from more than one paragraph, identifying key details that support the main idea.	Confidently identify main ideas drawn from more than one paragraph (unfamiliar text), identifying key details that support the main idea.	Confidently identify main ideas drawn from a full text (unfamiliar text), identifying key details that support the main idea.	
<b>Range of reading &amp; Fluency</b>	Range of Texts Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: - Continuing to read and discuss an increasingly 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. - 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. - Learning a wider range of poetry by heart. - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. - Participating 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 view courteously. Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.			

## Mapping Text Selection

The reading spines at William Booth will provide children with experience of a wide range of **high quality texts** - promoting rich discussion and deeper levels of understanding. The tool below supports with mapping text potential and will help to provide focus to teaching sequences in reading:

<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Unknown words</li> <li>• Technical vocabulary</li> <li>• Multiple meanings</li> </ul>	<p><b>Narrative Features</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Character</li> <li>• Setting</li> </ul>	<p><b>Historical, social and cultural context.</b> All texts have a context.</p>	<p><b>Text Type, purpose and intended readership</b> Including bias, values etc.</p>
<p><b>Language features</b> E.g.</p> <ul style="list-style-type: none"> <li>• Speech: direct and indirect</li> <li>• Standard and non-standard English</li> <li>• Register – level of formality</li> </ul>	<p><b>Making links to background knowledge</b> Connections to curriculum themes, personal experience, world knowledge and familiarity with other texts.</p>	<p><b>Literary features</b></p> <ul style="list-style-type: none"> <li>• Narration</li> <li>• Voice</li> <li>• Imagery</li> <li>• Metaphor</li> <li>• Simile</li> <li>• Alliteration</li> <li>• Pun, etc</li> </ul>	<p><b>Theme</b> Deeper meaning, e.g. loss, triumph over adversity, redemption, friendship, loyalty, overcoming problems, justice, fairness, etc.</p>
<p><b>Coherence</b> How easy is it to follow the text when reading? How are sentences linked? Check that the readers are able to follow?</p>	<p><b>Grammar; Syntax</b> Sentence structure</p>	<p><b>Subject</b> What is the text about? E.g. First World War</p>	<p><b>Visual features</b> Illustration, colour, shape, layout, medium, line, composition, typography, point of view.</p>



