

<u>WARREN PARK PRIMARY SCHOOL</u> YEAR R READING A Progression of Skills for Teaching and Assessment



EL*G* omprehensio

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate where appropriate key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



<u>WARREN PARK PRIMARY SCHOOL</u> <u>YEAR 1 READING A Progression of Skills for Teaching and Assessment</u>



National Curriculum		PHC	ONÍCS		THEMES & CO	ONIVENITIONIS		CC)MPREHENSÍO	N		INFERENCE	LANGUAGE
Reading Domains		WORD F	reading				CLARIFY	MONITOR & SUMMARISE	SELECT & RETREIVE		RESPOND & EXPLAIN	INFEREINCE	FOR EFFECT
YEAR 1	Responds speedily with the correct sound to graphemes letters or groups of letters! for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Reads accurately by blending sounds in unfamiliar words	Reads common exception words	Reads 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	Develops pleasure in reading, molivation to read, vacabulary and understanding by: becoming very familiar with key stones, gairy stones and traditional tales. Understands both the books they can already read accurately and fluently, and those they listen to by: discussing the significance of the title and events.		Understands both the books they can already read accurately and fluently, and those they listen to by; checking that the text makes sense to them as they read;	Understands both the books they can alteady read accurately and fluently, and those they listen to by: as they read, correcting inaccurate reading;	Develops pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Participate in discussions about what is read to them, taking turns and listening to what others say.	Explain clearly their understanding of what is read to them.	Understands both the books they can already read accurately and fluently, and those they listen to by: predicting what might happen on the basis of what has been read so far.	Recognise and join in with predictable phrases.
STAGE 4 BLUE	MEW TEACHIII ff ss zz II tch ve ai oi ay oy WORD READI made make looked their Year 1 CEW a be he me my love sor	llabic ound words ords n previously tau w <i>G</i> ck nk	ery old called don't people go so to do s is his has c	asked could today I by one once	Begin to apprecipoems, and to reheart. Understand and as story, fairy stopoem, cover, title Discuss the sign title and events. Understand and referring to convibook cover and	I use terms such only, rhyme, e and author. If ificance of the last terms entions of print:	Understan d books that are read to them.		Participate in about what them, taking listening to visay.	is read to turns and	Link what they read or hear read to them to, their own experiences Ask questions and express opinions about main events and characters in stories.	Predict what might happen on the basis of what has been read so far.	Recognise and join in with predictable phrases.



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STAGE 5 GREEN	GRAPHEMES suffix s / es a-e e-e i-e o-e u-e u-e ar ee suffixes ed / ing ea ea WORD READING Year 1 CEW house our where were they says are ask put push pull full 100 HFW from help back animals will this that then them with went off children just made make came like time by my i i'm into too don't see very day have when about out people look looked asked could saw all down now	Become very familiar with key stories, fairy stories and traditional tales, retelling them. Understand the difference between fiction and non-fiction. Show an understanding of elements of stories including main character, sequence of events, openings and endings.	Understand books they can already read accurately and fluently. Develop understandin g by drawing on what they already know or on background information and vocabulary provided by the teacher. Can seek out books around a simple theme or topic.	Check that the text makes sense to them as they read and correct inaccurate reading. Recall the main points of a narrative in the correct sequence.	Find key points in a story or some key facts from an information text.	Explain clearly what is read to them.	Make inferences on the basis of what is being said and done.	Identify how repetitive patterns, words and phrases aid their enjoyment of the text to include poetry.
STAGE 6 ORANGE	GRAPHEMES er ir ur 00 00 0d 0e suffixes er / est 0u ow ow WORD READING 200 HFW Mr Mrs what their little called more horse gone live would school soon food room play way say may away been need keep feet snow grow window know	Consider the particular characteristics of key stories, fairy stories and traditional tales. Show how information can be found in non-fiction texts to answer where, who, why or how questions.	Discuss word meanings, linking new meaning to those already known.			Talk about significant features of layout, e.g. enlarged text, bold, italic etc. Make choices from a selection of texts and begin to justify preferences.		Read aloud their own writing clearly enough to be heard by their peers and the teacher. Can recite rhymes and poems by heart.



YEAR 1 READING A Progression of Skills for Teaching and Assessment

	YEAR I KEAU	LING A Progression of	T SKIIIS TO	<u>r reach</u> i	<u>ng ana Assessmer</u>	<u>11</u>	The state of the s	
	GRAPHEMES ue ue ew ew k before y i e ie ie igh or ore aw au air prefix un ear ear	Consider the particular characteristics of key stories, fairy stories and traditional tales. Show how information can be found in non-fiction texts to answer where, who, why or	Discuss word meanings, linking new meaning to those already	<u>r reach</u>	ng and Assessmen	Talk about significant features of layout, e.g. enlarged text, bold, italic etc. Make choices		Read aloud their own writing clearly enough to be heard by their peers and the teacher.
STAGE 7 ORANGE	are y ph wh e o WORD READING 200 HFW Three tree green sleep queen please ever never river under better after good took book looking car dark park hard garden found round around mouse shouted going most over cold told gave take place he's we're even began before because girls birds first sea tea eat each really these other mother another floppy any many every everyone baby only suddenly pulled want wanted great us has inside liked can't didn't key hear white love something coming fly why new use there where	how questions.	known.			cnoices from a selection of texts and begin to justify preferences		Can recite rhymes and poems by heart.



YEAR 1 READING A Progression of Skills for Teaching and Assessment											
STAGE 8 TURQUOISE	GRAPHEMES REVIEW ff ss zz ll ck nk tch ve ai oi ay oy a-e e-e i-e o-e u-e u-e u-e ar ee ea ea er ir ur oo oo oa oe ou ow ow ue ue ew ew ie ie igh or ore aw au air ear ear are y ph wh e o prefix un k before e y i 2 syllable words WORD READING 200 HFW which head dragon animals couldn't eyes lived boat cried giant find laughed again friends different door jumped stopped thought through magic narrator once air who l've l'll these Year 1 CEW Be he we me she no go so to do today l by my love some come was is his has here there friend your the of said house our one once where were they says are ask put push pull full from help animals will this that then them with went just children off made make came like time by my into too don't see day very have when about out people down now look looked asked could saw all Mr Mrs their little what called	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.	Draw on what they already know or on backgroun d information and vocabulary provided by the teacher. Discuss and clarify the meaning of words, linking new meanings to known vocabulary.	Identify and discuss the themes, or key points in a text and give reasons for main events. Retell story clearly and with appropriat e detail.	Extract information from the text and discuss orally with reference to the text.	Make inferences on the basis of what is being said and done.	Recognise simple recurring literary language in stories and poetry. Identify rhyming or alliterative words in poetry and fiction.				



<u>WARREN PARK PRIMARY SCHOOL</u> <u>YEAR 2 READING A Progression of Skills for Teaching and Assessment</u>



National Curriculum Reading		PHONICS WORD READING			THEME	THEMES & CONVENTIONS				COMPRE	HENSION	I	INFERENCE	LANGUAGE FOR	
Domains		.,,	AND INCHIO	2110		Develop pleasure in	reading, motiva		cabulary and	CLARIFY	MONITOR & SUMMARISE	SELECT & RETREIVE	RESPOND & EXPLAIN		EFFECT
YEAR 2	Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising afternative sounds for graphemes.	Reads accurately words of two or more syllables that contain the same graphemes as above.	Reads most words (at an instructional level 93-95%) quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Re-reads these books to build up their fluency and confidence in word reading.	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.	Becoming increasin gly familiar with a wider range of stories, fairy stories and tradition al tales;	Retelling a range of stories, fairy stories and tradition al tales;	Being introduc ed to non-fiction books that are structur ed in differen t ways;	Understand both the books they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.	Develops pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.	Understand both the books they can already read accurately and fluently and those that they listen to by answering questions.	Participate in discussions about 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.	Understand both the books they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far.	Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.
STAGE 8 TURQUOISE	ve ai oi oi oy a-e e o-e u-e ee ea e ir ur oo oa oe ou ow ue uv ew ie ie or ore av air ear er y ph wh prefix un word refix un wo	I ck nk ich ay Pe i-e U-e ar a er OO D OW E e W igh vau ar are e O k before ADING I ad dragon d giant fine door jumpe urrator once N e me she e come wo of said ho off made n don't see d own now	animals cold laughed ed stopped e air who l' no go so that is his his use our on out push put then then nake came ay very har	2 syllable wouldn't eyes again frienthought the second was here the ee once who with wenth wenthe time like time would fall form asked corrections.	s lived ds rough e y I by my ere friend nere were help tt just by my bout out	Become in with and r of stories traditiona	retell a i	vider ra	inge	Draw on what they already know or on background information and vocabulary provided by the teacher. Discuss and clarify the meaning of words, linking new meanings to known vocabulary.	Identify and discuss the themes, or key points in a text and give reasons for main events. Retell story clearly and with appropriate detail.	Extract information from the text and discuss orally with reference to the text.		Make inferences on the basis of what is being said and done.	Recognise simple recurring literary language in stories and poetry. Identify rhyming or alliterative words in poetry and fiction.



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	GRAPHEMES	Listen to, discuss and express	Understand	Discuss the	Ask and	Participate in	Predict what	Read aloud
	dge g	views about a wide range of	both the	sequence of	answer	discussions	might happen	what they
	c kn	contemporary and classic	books they	events in	questions	about books,	on the basis	have
	g n w r	poetry, stories and non-fiction	can already	books and	based on	poems and	of what has	written
	le el il	at a level beyond that at which	read	how items	the text.	other works	been read so	with
	al homophone	they can read independently.	accurately	of		that are read	far and their	appropriate
	vowel suffix drop e	, , , , ,	and	information		to them and	own	intonation
	vowel suffix drop letter	Read non-fiction books that	fluently,	are related.		that they	experiences.	to make the
STAGE 9 PURPLE		are structured in different	and those	u. 0 : 0:u. 0u.		read for	ortportonicos:	meaning
	Year2 CEW	ways.	they listen			themselves,		clear.
STAGE PURPLE	great break steak find mind kind behind wild	ways.	to.			taking turns		Cicai.
₹ 5	child climb old gold hold cold told would		10.			and listening		
S G	could should door floor poor any many pretty		Check that			to what		Discuss
	move prove improve most both only every		the text			others say.		favourite
	everybody even people whole clothes thought		makes			others say.		words and
	,, ,,							
			sense to					phrases.
			them as					
			they read,					
			correcting					
			inaccurate					
			reading.					
	GRAPHEMES	Make comparisons between	Use the	Identify or	Understand	Explain and	Comment on	Identify
	Vowel suffix y to i	books, noting similarities,	context/	provide own	how to use	discuss their	character and	how
	y al(or)	difference and preferences	grammar of	synonyms	alphabetical	understanding	make simple	vocabulary
	o(u) ey	between e.g. layout, features	a sentence	for specific	ly ordered	of books,	inferences	choices
0	after w-a after w-or	and setting.	to decipher	words in	texts to	poems and	about	affects
ST <i>AG</i> E 10 GOLD	after w-ar s(zsh)	-	new or	the text.	retrieve	other	characters	meanings.
FAGE GOLD	ti i		unfamiliar		information.	material, both	thoughts and	_
7 0			words.			that they	feelings, and	
S	Year 2 CEW					listen to and	reasons for	
	Busy money hour Christmas grass class pass					that they	actions.	
	past fast last bath path father plant after					read for		
	again sure sugar water parents beautiful eye					themselves.		
	who Mr Mrs					meniserves.		
		l .	<u>i </u>	L	<u>i </u>			i





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	Read further exception words, noting the unusual	Recognise simple links to know	Use	Show	Use text	Discuss a	Predict what	Discuss
	correspondences between spelling and sound and	texts or personal experiences.	dictionaries	understandi	features to	wide range of	might happen	words and
	where these occur in the word.		to check	ng of the	locate	fiction,	from details	phrases
		Recognise conventions such as	the meaning	main points	information	poetry, plays,	stated and	that
	Automatic decoding is embedded and reading is	the triumph of good over evil,	of words	drawn from	e.g.	non-fiction	implied.	capture the
	fluent.	and magical devices in fairy	that have	one	contents,	and		readers'
		stories.	been read.	paragraph	indices and	reference	Draw	interest and
	Understand how dialogue is punctuated and laid				subheadings	books.	plausible	imagination.
	out, and read with appropriate expression.	Read books that are	Ask				inferences,	_
		structured in different ways	questions to		Locate and	Use	often	Discuss the
		and show awareness of the	improve		retrieve	vocabulary	supported	effect of
'n		various purposes for reading.	understandi		information	from the text	through	specific
WHITE			ng of texts.		using	to support	reference to	language on
Ξ		Identify and name	_		skimming,	responses and	the text.	the reader.
>		presentational devices in non-	Use a range		scanning	explanations.		
		fiction.	of known		and text	·		Identify
			strategies		marking.			how
			appropriatel					language
			y to		Answer a			structure
			establish		range of			and
			meaning in		literal			presentatio
			books that		questions,			n
			can be read		showing			contribute
			independent		clear			to meaning.
			ly .		understandi			
					ng.			



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Interim teacher assessment framework at the end of key stage 1 - Reading

Working towards the expected standard:

The pupil can:

- \cdot read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- \cdot read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- · read many common exception words*.

In a book closely matched to the GPCs as above, the pupil can:

- · read aloud many words quickly and accurately without overt sounding and blending
- · sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

· answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

Working at the expected standard:





YEAR 2 READING A Progression of Skills for Teaching and Assessment

The pupil can:

- · read accurately most words of two or more syllables
- read most words containing common suffixes*
- · read most common exception words*.

In age-appropriate books, the pupil can:

• read words accurately and fluently without overt sounding and blending, e.g. at over

90 words per minute

• sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- · check it makes sense to them
- · answer questions and make some inferences on the basis of what is being said and done.

Working above the expected standard:

The pupil can, in a book they are reading independently:

- · make inferences on the basis of what is said and done
- · predict what might happen on the basis of what has been read so far
- · make links between the book they are reading and other books they have read.



<u>WARREN PARK PRIMARY SCHOOL</u> <u>YEAR 3 READING A Progression of Skills for Teaching and Assessment</u>



National Curriculum	WORD READING	THEMES &		COMP	REHENSION		11	LANGUAGE FOR		
Reading Domains		CONVENTIONS	CLARIFY	MONITOR & SUMMARISE	SELECT & RETREIVE	RESPOND & EXPLAIN	Understands what they hav	EFFECT		
YEAR 3	Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Develops positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.	Develops positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words they have read.	Identifies main ideas drawn from more than one paragraph and summarises these.	Retrieve and record information from non-fiction.	Develops positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.	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.	Identify specific language which contributes to the development of meaning.	
970 <i>9</i>	Read most words at an instructional level, quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud unfamiliar texts taking account of simple punctuation and using some expression.	Make comparisons between books, noting similarities, difference and preferences between e.g. layout, features and setting.	Use the context/ grammar of a sentence to decipher new or unfamiliar words.	Identify or provide own synonyms for specific words in the text.	Understand how to use alphabetical ly ordered texts to retrieve information.	Explain and discuss their understanding of books, poems and other material, both that they listen to and that they read for themselves.		acter and make simple characters thoughts and cons for actions.	Identify how vocabulary choices affects meanings.	





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what might happen from details Discuss
nd implied. words and
phrases
usible inferences, often that
d through reference to the text. capture the
readers'
interest and
imagination.
Discuss the
effect of
specific
language on
the reader.
Identify
how
language
structure
and
presentatio
l n
contribute
to meaning.
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<u>WARREN PARK PRIMARY SCHOOL</u> <u>YEAR 3 READING A Progression of Skills for Teaching and Assessment</u>

		1 .	T		_			
	Apply growing knowledge	Demonstrate	Check the	Show	Extract	Use specific	Draw inferences such as inferring	Identify
	of root words, prefixes	knowledge of a	text makes	understan	information	vocabulary and	feelings, thoughts and motives of main	specific
	and suffixes as listed in	wide range of	sense, discuss	ding of	and make	ideas expressed in	characters from their actions.	techniques
	English appendix 1 (NC)	books including	understanding	the main	notes from	the text to support		e.g. simile,
	both to read aloud and	fairy stories, myth	and explain	points	non-fiction.	own views.	Justify inferences with evidence.	alliteration
	understand the meaning of	and legends, and	the meaning	drawn				and
	new words met.	retell some of	of words in	from	Begin to	Respond to texts,		repetition
		these orally.	context.	more than	recognise	discussing		and discuss
	Sustain a short period of	·		one	fact and	preferences with		their
	silent reading.	Explore and discuss		paragraph	opinion.	reference to		purpose.
	-	underlying themes				favourite		
щ		and ideas.				characters and to		Read aloud
LIME						books with similar		own writing
						themes.		to a group
								or whole
								class, using
								appropriate
								intonation
								and
								controlling
								the tone
								and volume
								so the
								meaning is
								clear.
		J.			l			





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specific techniques e.g. simile, metaphor, repetition and exaggeratio n, explaining the effect on the reader.
ail in



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National Curriculum	WORD READING	THEMES &			COMPREHEN		INFERENCE		LANGUAGE FOR		
Reading Domains			CONVENTIONS	CLAR	RIFY	MONITOR & SUMMARISE	SELECT & RETREIVE	RESPOND & EXPLAIN			EFFECT
YEAR 4	Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met. Apply growing knowledge of root words,		Identifies themes and conventions in a wide range of books.	Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context	Uses dictionaries to check the meaning of words that have been read.	Identifies main ideas drawn from more than one paragraph and summarises these.	Retrieves and records information from non-fiction.	Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Predicts what might happen from details stated and implied.	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence	Identify how language, structure, and presentation contribute to meaning.
LIME	Apply growing knowle prefixes and suffixes appendix 1 (NC) both understand the mean met. Sustain a short perio	s as listed in English to read aloud and ing of new words	Demonstrate knowledge of a wide range of books including fairy stories, myth and legends, and retell some of these orally. Explore and discuss underlying themes and ideas. Identify and know the structures and grammatical features of different non- fiction text types.	Check the t makes sens understand explain the of words in	e, discuss ing and meaning	Show understanding of the main points drawn from more than one paragraph	Extract information and make notes from non- fiction. Begin to recognise fact and opinion.	Use specific vocabulary and ideas expressed in the text to support own views. Respond to texts, discussing preferences with reference to favourite characters and to books with similar themes.	Draw infer as inferrin thoughts a of main chefrom their Justify infwith evider	nd motives aracters actions. erences	Identify specific techniques e.g. simile, alliteration and repetition and discuss their purpose. Read aloud own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear.





YEAR 4 READING A Progression of Skills for Teaching and Assessment

	Apply growing knowledge of root words,	Make relevant	Ask questions to	Summarise	Recognise and	Discuss a	Predict what might	Identify
	prefixes and suffixes as listed in English	links to know	improve	the main	distinguish	wide range	happen from details	specific
	appendix 1 (NC) both to read aloud and	texts and	understanding of a	details from	between fact	of fiction,	stated and implied.	techniques
	understand the meaning of new words	personal	text.	more than one	and opinion.	poetry,		e.g. simile,
	met.	experience.		paragraph in a		plays, non-	Draw sound	metaphor,
			Use dictionaries to	few		fiction and	inferences,	repetition
	Read further exception words, noting the	Recognise themes	check the meaning of	sentences,		reference	supported through	and
	unusual correspondences between spelling	such as bullying	words read.	using		books.	reference to the	exaggeratio
	and sound and where these occur in the	and conventions		vocabulary			text.	n, explaining
	word.	such as 'power of		from the		Use specific		the effect
		three'.	Check the text	text.		vocabulary	Draw inferences such	on the
			makes sense, discuss			and ideas	as inferring feelings,	reader.
		Identify features	understanding as it			expressed	thoughts and motives	
<u>~</u>		that characterise	develops and explain			in the text	of main characters	Show
COPPER		books set in	the meaning of words			to support	from their actions,	understandi
Q		different	in context.			own	and justifying	ng through
Ö		cultures or				responses.	inferences with	intonation,
		historical					evidence.	tone,
		settings.				Describe		volume and
						and review	Infer underlying	action when
		Recognise				own reading	themes and ideas.	performing
		different forms				habits.		poems and
		of poetry e.g.						play scripts.
		free verse,						
		narrative poetry.						
		Make links						
		between texts						
		and the wider						
		world.						





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	Apply growing knowledge of root words,	Identify and discuss	Ask questions to	Distinguish	Skim and scan	Recommend	Predict what might	Show
	prefixes and suffixes as listed in English	themes and	improve understanding	between	efficiently for	books that	happen from detailed	understandin
	appendix 1 (NC) both to read aloud and	conventions in a	of a text.	statements of	vocabulary, key	have been	stated and implied.	g through
	understand the meaning of new words met.	wide range of		fact and opinion	ideas and facts on	read, giving		intonation,
		writing e.g. Heroism	Explain and discuss	and understand	both the printed	reasons for	Draw inferences such as	tone and
	Take account of a full range of punctuation and	or loss.	understanding of what	why this is	page and screen.	choices.	inferring feelings,	volume so
	connectives to maintain fluency and meaning		has been read through	important to			thoughts and motives of	that meaning
	when reading.	Read books that are	formal presentations	interpreting the		Participate in	main characters from	is clear to an
		structured in	and debates, maintaining	text.		discussions	their actions, and	audience.
		different ways and	a focus on the topic.			about books,	justifying inferences	
		for a range of		Recognise how		building on	with evidence.	Understand
		purposes.		characters are		their own and		and identify
				presented in		others ideas,		different
		Understand		different ways		and challenge		ways in which
		narrative order and		and respond to		views		authors pace,
N		chronology, tracking		these with		courteously.		build up and
TOPAZ		the passing of time		accurate				sequence
P C		in stories.		reference to		Provide		stories.
2				the text.		reasoned		
•		Be familiar with a				justifications		Identify the
		range of books from				for views.		use of
		other cultures and						expressive,
		traditions.						descriptive
								and figurative
								language in
								prose and
								poetry.
								Interpret the
								effect of the
								choice of
								language to
								create mood
								or build
								tension.



<u>WARREN PARK PRIMARY SCHOOL</u> <u>YEAR 5 READING A Progression of Skills for Teaching and Assessment</u>



National Curriculum	WODD DEADTING			COMPREHENSION						LANGUAGE FOR
Reading Domains	W 61/6 1/6/162/16	CONVENTIONS	CLARIFY	MONITOR &	SUMMARISE	SELECT & RETREIVE	RESPOND	& EXPLAIN	INFERENCE	EFFECT
YEAR 5	Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met.	Increases 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.	Asks pertinent and helpful questions to improve their understanding of a text.	Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.	Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Retrieves, records and presents information from non-fiction.	Participates in discussions about books that are read to the child and those that can be read independently.	Provides reasoned justifications for their views about a book.	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and wider experiences.	Identifies how language, structure, and presentation contribute to meaning, giving relevant examples to illustrate.
COPPER	Apply growing knowledge of root words, prefixes and suffixes as listed in English appendix I (NC) both to read aloud and understand the meaning of new words met. Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.	Make relevant links to known texts and personal experience. Recognise themes such as bullying and conventions such as 'power of three'. Identify features that characterise books set in different cultures or historical settings. Recognise different forms of poetry e.g. free verse, narrative poetry. Make links between texts and the wider world.	Ask questions to improve understanding of a text. Use dictionaries to check the meaning of words read. Check the text makes sense, discuss understanding as it develops and explain the meaning of words in context.	Summarise the mair than one paragraph using vocabulary fro	in a few sentences,	Recognise and distinguish between fact and opinion.	Discuss a wide repoetry, plays, no reference books Use specific voce expressed in the own responses. Describe and revelabilits.	n-fiction and abulary and ideas text to support	Experiences. Identify specific techniques e.g. simile, metaphor, repetition and exaggeration, explaining the effect on the reader. Predict what might happen from details stated and implied. Show understanding through intonation, tone, volume and action when performing poems and play scripts. Draw sound inferences, supported through reference to the text. Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence. Infer underlying themes and ideas.	Identify specific techniques e.g. simile, metaphor, repetition and exaggeration, explaining the effect on the reader. Show understanding through intonation, tone, volume and action when performing poems and play scripts.



<u>WARREN PARK PRIMARY SCHOOL</u> <u>YEAR 5 READING A Progression of Skills for Teaching and Assessment</u>

							Control and and a	
	Apply growing knowledge of	Identify and discuss themes	Ask questions	Distinguish between	Skim and scan	Recommend books that	Predict what	Show
	root words, prefixes and	and conventions in a wide range	to improve	statements of fact and	efficiently for	have been read, giving	might happen	understandin
	suffixes as listed in English	of writing e.g. Heroism or loss.	understanding	opinion and understand why	vocabulary, key	reasons for choices.	from detailed	g through
	appendix 1 (NC) both to read		of a text.	this is important to	ideas and facts on		stated and	intonation,
	aloud and understand the	Read books that are		interpreting the text.	both the printed	Participate in	implied.	tone and
	meaning of new words met.	structured in different ways	Explain and		page and screen.	discussions about books,		volume so
		and for a range of purposes.	discuss	Recognise how characters		building on their own and	Draw	that meaning
	Take account of a full range of		understanding	are presented in different		others ideas, and	inferences such	is clear to an
	punctuation and connectives to	Understand narrative order	of what has	ways and respond to these		challenge views	as inferring	audience.
	maintain fluency and meaning	and chronology, tracking the	been read	with accurate reference to		courteously.	feelings,	
	when reading.	passing of time in stories.	through formal	the text.		·	thoughts and	Understand
			presentations			Provide reasoned	motives of main	and identify
		Be familiar with a range of	and debates,			justifications for views.	characters	different
		books from other cultures and	maintaining a				from their	ways in which
		traditions.	focus on the				actions, and	authors pace,
N.I			topic.				justifying	build up and
AZ A							inferences with	sequence
TOPAZ							evidence.	stories.
O								
								Identify the
								use of
								expressive,
								descriptive
								and figurative
								language in
								prose and
								poetry.
								, , , , , , , , , , , , , , , , , , ,
								Interpret the
								effect of the
								choice of
								language to
								create mood
								or build
								tension.
								Tension.





<u>WARREN PARK PRIMARY SCHOOL</u> <u>YEAR 5 READING A Progression of Skills for Teaching and Assessment</u>

	Sustain silent reading to	Discuss and evaluate how	Recognise the	Identify main ideas drawn	Extract	Identify and explain the	Predict what	Understand
	include longer, more complex	authors use language, including	point of view	from more than one	information and	authors' point of view	might happen	the
	texts.	figurative language,	being presented	paragraph, identifying the	make notes using	with reference to the	from detailed	difference
		considering the impact on the	in a text.	key details that support the	quotations and	text.	stated and	between
		reader.		main ideas.	reference to the		implied.	literal and
					text.	Use notes to support		figurative
		Identify how presentational				discussion during formal	Draw	language.
		and organisational choices vary				presentation and	inferences such	
		according to the form and				debates.	as inferring	Discuss and
		purpose of the writing.					feelings,	evaluate the
						Make comparisons within	thoughts and	intended
		Make simple links between				and across books.	motives of main	impact of the
		texts, their audience, purpose,					characters	language used
		time and culture, drawing on a				Provide reasoned	from their	with
		good knowledge of authors.				justifications for views.	actions, and	reference to
>							justifying	the text.
B							inferences with	
RUBY							evidence.	Perform their
ш								own
							Make links	compositions
							between the	using
							authors' use of	appropriate
							language and	intonation,
							the inferences	volume and
							drawn.	movement so
								that meaning
								is clear.
								Evaluate
								specific texts
								with
								reference to
								their purpose
								and type.



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YEAR 5 READING A Progression of Skills for Teaching and Assessment Transfit and discuss themes. Explain and Distinguish between Skim and scan Evaluate how

	Understand the use of	Identity and discuss themes	Explain and	Distinguish between	Skim and scan	Evaluate how	Reter to the	Identify how
	connectives as signposts to	and conventions in a wide range	discuss	statements of fact and	efficiently to	successfully the	text to support	language,
	indicate a change of tone,	of writing e.g. Isolation or	understanding	opinion, and recognise them	extract	organisation of a text	predictions and	structure and
	voice or opinion and apply this	flashback	of what has	in the language used by	information and	supports the writer's	opinions	presentation
	to maintain understanding		been read	authors to influence readers.	make well	purpose.	(expanding	contribute to
	when reading specific text	Identify and comment on	through formal		organised notes		responses to	meaning,
Δ	types.	genre-specific language	presentations	Produce a succinct summary,	of the main ideas		provide	
₹		features used e.g. shades of	and debates,	paraphrasing the main ideas	using quotation		EVIDENCE and	Evaluate how
α		meaning between similar words.	maintaining a	from across the text or a	and reference to		EXPLAINATIO	authors use
A			focus on the	range of sources.	the text using		N).	language,
EMER		Make comparisons within and	topic.		own words.			including
		across books.						figurative
			Support general					language,
		Comment on structural choices,	comments by					considering
		showing some general	relevant textual					the impact on
		awareness of author's craft.	reference or					the reader.
			quotation.					



<u>WARREN PARK PRIMARY SCHOOL</u> <u>YEAR 6 READING</u> A Progression of Skills for Teaching and Assessment



National Curriculum	WORD READING THEMES &				INFERENCE	LANGUAGE FOR			
Reading Domains	WORD READING	CONVENTIONS	CLARIFY	MONITOR &	SUMMARISE	SELECT & RETREIVE	RESPOND & EXPLAIN		EFFECT
YEAR 6	Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met.	Increases 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.	Asks pertinent and helpful questions to improve their understanding of a text.	Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.	Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Retrieve, record and present information from non-fiction.	Participates in discussions about books that are read to the individual and those that can be read independently. Provides reasoned justifications for their views about a book.	Predicts what might happen from details stated and implied.	Discusses and evaluates the authors use language, including figurative language, considering the impact on the reader.





<u>WARREN PARK PRIMARY SCHOOL</u> <u>YEAR 6 READING A Progression of Skills for Teaching and Assessment</u>

							Control and and a	
	Apply growing knowledge of	Identify and discuss themes	Ask questions	Distinguish between statements of	Skim and scan	Recommend books that	Predict what	Show
	root words, prefixes and	and conventions in a wide range	to improve	fact and opinion and understand	efficiently	have been read, giving	might happen	understandin
	suffixes as listed in English	of writing e.g. Heroism or loss.	understandin	why this is important to	for	reasons for choices.	from detailed	g through
	appendix 1 (NC) both to read		g of a text.	interpreting the text.	vocabulary,		stated and	intonation,
	aloud and understand the	Read books that are			key ideas and	Participate in	implied.	tone and
	meaning of new words met.	structured in different ways	Explain and	Recognise how characters are	facts on both	discussions about books,		volume so
		and for a range of purposes.	discuss	presented in different ways and	the printed	building on their own and	Draw	that meaning
	Take account of a full range of		understandin	respond to these with accurate	page and	others ideas, and	inferences such	is clear to an
	punctuation and connectives to	Understand narrative order	g of what has	reference to the text.	screen.	challenge views	as inferring	audience.
	maintain fluency and meaning	and chronology, tracking the	been read			courteously.	feelings,	
	when reading.	passing of time in stories.	through			,	thoughts and	Understand
	g.	passing of time in everyone	formal			Provide reasoned	motives of main	and identify
		Be familiar with a range of	presentations			justifications for views.	characters	different
		books from other cultures and	and debates,			Jacob Par Viene.	from their	ways in which
		traditions.	maintaining a				actions, and	authors pace,
		maamans.	focus on the				justifying	build up and
TOPAZ			topic.				inferences with	sequence
9			Topic.				evidence.	stories.
ō							evidence.	3101163.
F								Identify the
								use of
								expressive,
								descriptive
								and figurative
								language in prose and
								poetry.
								Internact the
								Interpret the effect of the
								choice of
								language to
								create mood
								or build
								tension.



<u>WARREN PARK PRIMARY SCHOOL</u> <u>YEAR 6 READING</u> A Progression of Skills for Teaching and Assessment

	Sustain silent reading to	Discuss and evaluate how	Recognise the	Identify main ideas drawn from	Extract	Identify and explain the	Predict what	Understand
	include longer, more complex	authors use language, including	point of view	more than one paragraph,	information	authors' point of view	might happen	the
	texts.	figurative language,	being	identifying the key details that	and make	with reference to the	from detailed	difference
		considering the impact on the	presented in	support the main ideas.	notes using	text.	stated and	between
		reader.	a text.		quotations		implied.	literal and
					and	Use notes to support		figurative
		Identify how presentational			reference to	discussion during formal	Draw	language.
		and organisational choices vary			the text.	presentation and	inferences such	
		according to the form and				debates.	as inferring	Discuss and
		purpose of the writing.					feelings,	evaluate the
		' '				Make comparisons within	thoughts and	intended
		Make simple links between				and across books.	motives of main	impact of the
		texts, their audience, purpose,					characters	language used
		time and culture, drawing on a				Provide reasoned	from their	with
		good knowledge of authors.				justifications for views.	actions, and	reference to
						ľ	justifying	the text.
<u> </u>							inferences with	
RUBY							evidence.	Perform their
α								own
							Make links	compositions
							between the	using
							authors' use of	appropriate
							language and	intonation,
							the inferences	volume and
							drawn.	movement so
								that meaning
								is clear.
								Evaluate
								specific texts
								with
								reference to
								their purpose
								and type.
		1					1	uu,, po.





YEAR 6 READING A Progression of Skills for Teaching and Assessment

connective indicate a voice or o to maintai	nd the use of es as signposts to change of tone, pinion and apply this n understanding ling specific text	Identify and discuss themes and conventions in a wide range of writing e.g. Isolation or flashback Identify and comment on genre-specific language features used e.g. shades of meaning between similar words. Make comparisons within and across books. Comment on structural choices, showing some general awareness of author's craft.	Explain and discuss understandin g of what has been read through formal presentations and debates, maintaining a focus on the topic. Support general comments by relevant textual reference or	Distinguish between statements of fact and opinion, and recognise them in the language used by authors to influence readers. Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources.	Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words.	Evaluate how successfully the organisation of a text supports the writer's purpose.	Refer to the text to support predictions and opinions (expanding responses to provide EVIDENCE and EXPLAINATIO N).	Identify how language, structure and presentation contribute to meaning, Evaluate how authors use language, including figurative language, considering the impact on the reader.
DIAMOND SAPHIRE		Recognise texts that contain features from more than one genre, or demonstrate shifts in formality. Explain and justify how texts relate to audience, purpose, time and culture and refer to specific aspects of a text that exemplify this.	quotation. Distinguish between implicit and explicit point of view.	Skim and scan to clearly identify the most relevant points, including those selected from different places in the text.		Develop explanation of inferred meanings drawing on evidence across the text from beginning to end. Identify different layers of meaning within a text and attempt detailed exploration of them. Describe and evaluate the styles of different writers, finding examples and justifying interpretations. Discuss in depth how the context in which a text was written affects its meaning.	Begin to see how inference draw on the connotations of words, their use in context and that they can be cumulative. Explore a text to support and justify predictions and opinions (POINT + EVIDENCE + EXPLANATION + EVALUATION)	Compare and discuss accounts of the same events through different character viewpoints. Explore a similar theme or topic, written in a different genre.





YEAR 6 READING A Progression of Skills for Teaching and Assessment

Interim teacher assessment framework at the end of Key Stage 2 -

Working at the expected standard:

The pupil can:

- · read age-appropriate books with confidence and fluency (including whole novels)
- · read aloud with intonation that shows understanding
- · work out the meaning of words from the context
- \cdot explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- · predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- $\boldsymbol{\cdot}$ evaluate how authors use language, including figurative language, considering the impact on the reader
- · make comparisons within and across books.