



ELG Comprehension	<p>Children at the expected level of development will:</p> <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, non-fiction, rhymes and poems and during role-play.</li></ul>
ELG Word Reading	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</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>



# WARREN PARK PRIMARY SCHOOL

## YEAR 1 READING A Progression of Skills for Teaching and Assessment



National Curriculum Reading Domains	PHONICS WORD READING				THEMES & CONVENTIONS	COMPREHENSION				INFERENCE	LANGUAGE FOR EFFECT		
						CLARIFY	MONITOR & SUMMARISE	SELECT & RETREIVE	RESPOND & EXPLAIN				
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, motivation and understanding by: becoming very familiar with key stories, fairy stories 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 already 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	<p><b>GRAPHEMES REVIEW</b> CVC+ polysyllabic CVC+ compound words CCC onset words CCVCC+ with previously taught graphemes</p> <p><b>NEW TEACHING</b> ff ss zz ll ck nk tch ve ai oi ay oy</p> <p><b>WORD READING</b> made make came l'm very old called asked looked their our Mr Mrs don't people could</p> <p><b>Year 1 CEW</b> a be he me we she no go so to do today l by my love some come was is his has one once friend your the of said here there you school</p>				<p>Begin to appreciate rhymes and poems, and to recite some by heart.</p> <p>Understand and use terms such as story, fairy story, rhyme, poem, cover, title and author.</p> <p>Discuss the significance of the title and events.</p> <p>Understand and use terms referring to conventions of print: book cover and blurb.</p>		Understand books that are read to them.		Participate in discussion about what is read to them, taking turns and listening to what others say.	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.	



## WARREN PARK PRIMARY SCHOOL

### YEAR 1 READING A Progression of Skills for Teaching and Assessment



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



# WARREN PARK PRIMARY SCHOOL

## YEAR 1 READING A Progression of Skills for Teaching and Assessment



<b>STAGE 7 ORANGE</b>	<p><b>GRAPHEMES</b>  ue ue ew  ew k before y i e  ie ie igh  or ore aw  au air prefix un  ear ear  are y ph  wh e o</p>	<p>Consider the particular characteristics of key stories, fairy stories and traditional tales.</p>	<p>Discuss word meanings, linking new meaning to those already known.</p>			<p>Talk about significant features of layout, e.g. enlarged text, bold, italic etc.</p>	<p>Read aloud their own writing clearly enough to be heard by their peers and the teacher.</p>
	<p><b>WORD READING</b>  <b>200 HFW</b>  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 boy</p>	<p>Show how information can be found in non-fiction texts to answer where, who, why or how questions.</p>			<p>Make choices from a selection of texts and begin to justify preferences</p>	<p>Can recite rhymes and poems by heart.</p>	



# WARREN PARK PRIMARY SCHOOL

## YEAR 1 READING A Progression of Skills for Teaching and Assessment



<p style="text-align: center;">STAGE 8 TURQUOISE</p>	<p><b>GRAPHEMES</b> <b>REVIEW</b> ff ss zz ll ck nk ich ve ai oi ay oy a-e e-e i-e o-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</p> <p><b>WORD READING</b> <b>200 HFW</b> 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 I've I'll these</p> <p><b>Year 1 CEW</b> Be he we me she no go so to do today I 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</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary.</p>	<p>Identify and discuss the themes, or key points in a text and give reasons for main events.</p> <p>Retell story clearly and with appropriate detail.</p>	<p>Extract information from the text and discuss orally with reference to the text.</p>		<p>Make inferences on the basis of what is being said and done.</p>	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Identify rhyming or alliterative words in poetry and fiction.</p>



# WARREN PARK PRIMARY SCHOOL

## YEAR 2 READING A Progression of Skills for Teaching and Assessment



National Curriculum Reading Domains	PHONICS WORD READING					THEMES & CONVENTIONS				COMPREHENSION				INFERENCE	LANGUAGE FOR EFFECT
										CLARIFY	MONITOR & SUMMARISE	SELECT & RETREIVE	RESPOND & EXPLAIN		
YEAR 2	Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative 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 increasingly familiar with a wider range of stories, fairy stories and traditional tales;	Retelling a range of stories, fairy stories and traditional tales;	Being introduced to non-fiction books that are structured in different 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	<p><b>GRAPHEMES REVIEW</b> ff ss zz ll ck nk lch ve ai oi ay oy a-e e-e i-e o-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 l      2 syllable words</p> <p><b>WORD READING 200 HFV</b> 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 I've I'll these</p> <p><b>Year 1 CEW</b> Be he we me she no go so to do today I 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</p>					<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p>				<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary.</p>		<p>Identify and discuss the themes, or key points in a text and give reasons for main events.</p> <p>Retell story clearly and with appropriate detail.</p>	<p>Extract information from the text and discuss orally with reference to the text.</p>	<p>Make inferences on the basis of what is being said and done.</p>	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Identify rhyming or alliterative words in poetry and fiction.</p>



## WARREN PARK PRIMARY SCHOOL

### YEAR 2 READING A Progression of Skills for Teaching and Assessment



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





## WARREN PARK PRIMARY SCHOOL

### YEAR 2 READING A Progression of Skills for Teaching and Assessment



WHITE	<p>Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Automatic decoding is embedded and reading is fluent.</p> <p>Understand how dialogue is punctuated and laid out, and read with appropriate expression.</p>	<p>Recognise simple links to know texts or personal experiences.</p> <p>Recognise conventions such as the triumph of good over evil, and magical devices in fairy stories.</p> <p>Read books that are structured in different ways and show awareness of the various purposes for reading.</p> <p>Identify and name presentational devices in non-fiction.</p>	<p>Use dictionaries to check the meaning of words that have been read.</p> <p>Ask questions to improve understanding of texts.</p> <p>Use a range of known strategies appropriately to establish meaning in books that can be read independently.</p>	<p>Show understanding of the main points drawn from one paragraph.</p> <p>Locate and retrieve information using skimming, scanning and text marking.</p> <p>Answer a range of literal questions, showing clear understanding.</p>	<p>Use text features to locate information e.g. contents, indices and subheadings.</p> <p>Use vocabulary from the text to support responses and explanations.</p>	<p>Discuss a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Predict what might happen from details stated and implied.</p> <p>Draw plausible inferences, often supported through reference to the text.</p>	<p>Discuss words and phrases that capture the readers' interest and imagination.</p> <p>Discuss the effect of specific language on the reader.</p> <p>Identify how language structure and presentation contribute to meaning.</p>
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## Interim teacher assessment framework at the end of key stage 1 - Reading

### Working towards the expected standard:

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*
- 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:



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.



**WARREN PARK PRIMARY SCHOOL**  
**YEAR 3 READING A Progression of Skills for Teaching and Assessment**



National Curriculum Reading Domains	WORD READING	THEMES & CONVENTIONS	COMPREHENSION				INFERENCE		LANGUAGE FOR EFFECT
			CLARIFY	MONITOR & SUMMARISE	SELECT & RETREIVE	RESPOND & EXPLAIN	Understands what they have read independently by:		
<b>YEAR 3</b>	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, non-fiction 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.
<b>GOLD</b>	<p>Read most words at an instructional level, quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud unfamiliar texts taking account of simple punctuation and using some expression.</p>	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.	Comment on character and make simple inferences about characters thoughts and feelings, and reasons for actions.		Identify how vocabulary choices affects meanings.



# WARREN PARK PRIMARY SCHOOL

## YEAR 3 READING A Progression of Skills for Teaching and Assessment



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

### YEAR 3 READING A Progression of Skills for Teaching and Assessment



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



## WARREN PARK PRIMARY SCHOOL

### YEAR 3 READING A Progression of Skills for Teaching and Assessment



COPPER	<p>Apply growing knowledge of root words, prefixes and suffixes as listed in English appendix 1 (NC) both to read aloud and understand the meaning of new words met.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Make relevant links to know texts and personal experience.</p> <p>Recognise themes such as bullying and conventions such as 'power of three'.</p> <p>Identify features that characterise books set in different cultures or historical settings.</p> <p>Recognise different forms of poetry e.g. free verse, narrative poetry.</p> <p>Make links between texts and the wider world.</p>	<p>Ask questions to improve understanding of a text.</p> <p>Use dictionaries to check the meaning of words read.</p> <p>Check the text makes sense, discuss understanding as it develops and explain the meaning of words in context.</p>	<p>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text.</p>	<p>Recognise and distinguish between fact and opinion.</p> <p>Use specific vocabulary and ideas expressed in the text to support own responses.</p> <p>Describe and review own reading habits.</p>	<p>Discuss a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence.</p> <p>Infer underlying themes and ideas.</p>	<p>Predict what might happen from details stated and implied.</p> <p>Draw sound inferences, supported through reference to the text.</p> <p>Identify specific techniques e.g. simile, metaphor, repetition and exaggeration, explaining the effect on the reader.</p> <p>Show understanding through intonation, tone, volume and action when performing poems and play scripts.</p>
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**WARREN PARK PRIMARY SCHOOL**  
**YEAR 4 READING A Progression of Skills for Teaching and Assessment**



National Curriculum Reading Domains	WORD READING		THEMES & CONVENTIONS	COMPREHENSION				INFERENCE		LANGUAGE FOR EFFECT	
				CLARIFY	MONITOR & SUMMARISE	SELECT & RETREIVE	RESPOND & EXPLAIN				
<b>YEAR 4</b>	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.	Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.	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.
<b>LIME</b>	Apply growing knowledge of root words, prefixes and suffixes as listed in English appendix 1 (NC) both to read aloud and understand the meaning of new words met.  Sustain a short period of silent reading.		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 text makes sense, discuss understanding and explain the meaning of words in context.		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 inferences such as inferring feelings, thoughts and motives of main characters from their actions.  Justify inferences with evidence.	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.	





# WARREN PARK PRIMARY SCHOOL

## YEAR 4 READING A Progression of Skills for Teaching and Assessment



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



## WARREN PARK PRIMARY SCHOOL

### YEAR 4 READING A Progression of Skills for Teaching and Assessment



TOPAZ	<p>Apply growing knowledge of root words, prefixes and suffixes as listed in English appendix 1 (NC) both to read aloud and understand the meaning of new words met.</p> <p>Take account of a full range of punctuation and connectives to maintain fluency and meaning when reading.</p>	<p>Identify and discuss themes and conventions in a wide range of writing e.g. Heroism or loss.</p> <p>Read books that are structured in different ways and for a range of purposes.</p> <p>Understand narrative order and chronology, tracking the passing of time in stories.</p> <p>Be familiar with a range of books from other cultures and traditions.</p>	<p>Ask questions to improve understanding of a text.</p> <p>Explain and discuss understanding of what has been read through formal presentations and debates, maintaining a focus on the topic.</p>	<p>Distinguish between statements of fact and opinion and understand why this is important to interpreting the text.</p> <p>Recognise how characters are presented in different ways and respond to these with accurate reference to the text.</p>	<p>Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen.</p>	<p>Recommend books that have been read, giving reasons for choices.</p> <p>Participate in discussions about books, building on their own and others ideas, and challenge views courteously.</p> <p>Provide reasoned justifications for views.</p>	<p>Predict what might happen from detailed stated and implied.</p> <p>Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence.</p>	<p>Show understanding through intonation, tone and volume so that meaning is clear to an audience.</p> <p>Understand and identify different ways in which authors pace, build up and sequence stories.</p> <p>Identify the use of expressive, descriptive and figurative language in prose and poetry.</p> <p>Interpret the effect of the choice of language to create mood or build tension.</p>
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**WARREN PARK PRIMARY SCHOOL**  
**YEAR 5 READING A Progression of Skills for Teaching and Assessment**



National Curriculum Reading Domains	WORD READING	THEMES & CONVENTIONS	COMPREHENSION				INFERENCE	LANGUAGE FOR EFFECT		
			CLARIFY	MONITOR & SUMMARISE	SELECT & RETREIVE	RESPOND & EXPLAIN				
<b>YEAR 5</b>	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.
<b>COPPER</b>	Apply growing knowledge of root words, prefixes and suffixes as listed in English appendix 1 (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 main details from more than one paragraph in a few sentences, using vocabulary from the text.	Recognise and distinguish between fact and opinion.	Discuss a wide range of fiction, poetry, plays, non-fiction and reference books.  Use specific vocabulary and ideas expressed in the text to support own responses.  Describe and review own reading habits.	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.		



## WARREN PARK PRIMARY SCHOOL

### YEAR 5 READING A Progression of Skills for Teaching and Assessment



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

## YEAR 5 READING A Progression of Skills for Teaching and Assessment



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

### YEAR 5 READING A Progression of Skills for Teaching and Assessment



EMERALD	Understand the use of connectives as signposts to indicate a change of tone, voice or opinion and apply this to maintain understanding when reading specific text types.	<p>Identify and discuss themes and conventions in a wide range of writing e.g. Isolation or flashback</p> <p>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words.</p> <p>Make comparisons within and across books.</p> <p>Comment on structural choices, showing some general awareness of author's craft.</p>	<p>Explain and discuss understanding of what has been read through formal presentations and debates, maintaining a focus on the topic.</p> <p>Support general comments by relevant textual reference or quotation.</p>	<p>Distinguish between statements of fact and opinion, and recognise them in the language used by authors to influence readers.</p> <p>Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources.</p>	<p>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.</p>	<p>Evaluate how successfully the organisation of a text supports the writer's purpose.</p>	<p>Refer to the text to support predictions and opinions (expanding responses to provide EVIDENCE and EXPLAINATION).</p>	<p>Identify how language, structure and presentation contribute to meaning,</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
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**WARREN PARK PRIMARY SCHOOL**  
**YEAR 6 READING A Progression of Skills for Teaching and Assessment**



National Curriculum Reading Domains	WORD READING	THEMES & CONVENTIONS	COMPREHENSION				INFERENCE	LANGUAGE FOR EFFECT	
			CLARIFY	MONITOR & SUMMARISE	SELECT & RETREIVE	RESPOND & EXPLAIN			
<b>YEAR 6</b>	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.





# WARREN PARK PRIMARY SCHOOL

## YEAR 6 READING A Progression of Skills for Teaching and Assessment



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



# WARREN PARK PRIMARY SCHOOL

## YEAR 6 READING A Progression of Skills for Teaching and Assessment



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



## WARREN PARK PRIMARY SCHOOL

### YEAR 6 READING A Progression of Skills for Teaching and Assessment



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



<b>Interim teacher assessment framework at the end of Key Stage 2 -</b>	<b>Working at the expected standard:</b>
	<p>The pupil can:</p> <ul style="list-style-type: none"><li>• read age-appropriate books with confidence and fluency (including whole novels)</li><li>• read aloud with intonation that shows understanding</li><li>• work out the meaning of words from the context</li><li>• explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</li><li>• predict what might happen from details stated and implied</li><li>• retrieve information from non-fiction</li><li>• summarise main ideas, identifying key details and using quotations for illustration</li><li>• evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• make comparisons within and across books.</li></ul>