



## Progression in Reading



### Reading Intent:

At Ralph Butterfield Primary School, our aim is for every child to become a fluent reader. We want children to become fluent readers in order for them to reach age related expectations or make accelerated progress from their starting point. As well as this, we want children to develop a love for reading and read for pleasure on a regular basis.

Our curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good progress.

The aims of teaching reading in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards reading;
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently;
- apply a knowledge of systematic synthetic phonics to decode unfamiliar words with increasing accuracy and speed.
- read easily and fluently with good understanding across both fiction and non-fiction;
- acquire a wider vocabulary;
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
- develop their reading in all subjects to support their acquisition of knowledge;
- develop a love of reading;
- read for pleasure both at home and school on a regular basis;
- through their reading develop culturally, emotionally, intellectually, socially and spiritually;
- develop good comprehension drawing from their linguistic knowledge.

Year Groups	Year 3	Year 4	Year 5	Year 6
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>			
<b>Decoding</b>	<ul style="list-style-type: none"> <li>use their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>use their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>begin to listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>begin to read books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>begin to continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>continue to read books that are structured in different ways and reading for a range of purposes</li> <li>continue to make comparisons within and across books</li> </ul>

<b>Familiarity with texts</b>	<ul style="list-style-type: none"> <li>• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identify themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>• apply their increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• continue to identify themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>• increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• begin to identify and discuss themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• continue to increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• continue to identify and discuss themes and conventions in and across a wide range of writing</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>• begin to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• begin to recognise some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• continue to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• continue to recognise some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• begin to learn a wider range of poetry by heart</li> <li>• begin to prepare poems and plays to read aloud and to perform, showing some understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• continue to learn a wider range of poetry by heart</li> <li>• continue to prepare poems and plays to read aloud and to perform, showing a greater understanding through intonation, tone and volume so that the meaning is clearer to an audience</li> </ul>
<b>Word meanings</b>	<ul style="list-style-type: none"> <li>• begin to use dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>• continue to use dictionaries to check the meaning of words that they have read</li> </ul>		

<p style="text-align: center;"><b>Understanding</b></p>	<ul style="list-style-type: none"> <li>• begin to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• begin to ask questions to improve their understanding of a text</li> <li>• begin to identify main ideas drawn from more than one paragraph and summarising these <ul style="list-style-type: none"> <li>- Within age-appropriate books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• continue to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• continue to ask questions to improve their understanding of a text</li> <li>• continue to identify main ideas drawn from more than one paragraph and summarising these <ul style="list-style-type: none"> <li>- Within age-appropriate books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ongoing checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• ongoing asking questions to improve their understanding</li> <li>• begin to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas <ul style="list-style-type: none"> <li>- Within age-appropriate books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• continue to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• continue to ask questions to improve their understanding</li> <li>• continue to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas <ul style="list-style-type: none"> <li>- Within age-appropriate books</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Inference</b></p>	<ul style="list-style-type: none"> <li>• begin to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> <li>- Within age-appropriate books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• continue to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> <li>- Within age-appropriate books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• further draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> <li>- Within age-appropriate books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> <li>- Within age-appropriate books</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Prediction</b></p>	<ul style="list-style-type: none"> <li>• begin to predict what might happen from details stated and implied <ul style="list-style-type: none"> <li>-Within age-appropriate books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• continue to predict what might happen from details stated and implied <ul style="list-style-type: none"> <li>-Within age-appropriate books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• continuing to predict what might happen from details stated and implied <ul style="list-style-type: none"> <li>-Within age-appropriate books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied <ul style="list-style-type: none"> <li>-Within age-appropriate books</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Authorial Intent</b></p>	<ul style="list-style-type: none"> <li>• begin to discuss words and phrases that capture the reader's interest and imagination</li> <li>• begin to identify how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• continue to discuss words and phrases that capture the reader's interest and imagination</li> <li>• continue to identify how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• begin to identify how language, structure and presentation contribute to meaning</li> <li>• begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• continue to identify how language, structure and presentation contribute to meaning</li> <li>• continue to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>

<p style="text-align: center;"><b>Non-fiction</b></p>	<ul style="list-style-type: none"> <li>• begin to retrieve and record information from non-fiction               <ul style="list-style-type: none"> <li>- Within age-appropriate books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• continue to retrieve and record information from non-fiction               <ul style="list-style-type: none"> <li>- Within age-appropriate books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• begin to distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction               <ul style="list-style-type: none"> <li>- Within age-appropriate books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• continue to distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction               <ul style="list-style-type: none"> <li>- Within age-appropriate books</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Discussing reading</b></p>	<ul style="list-style-type: none"> <li>• begin to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• continue to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• begin to recommend books that they have read to their peers, giving reasons for their choices</li> <li>• begin to participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>• begin to explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>• begin to provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• continue to recommend books that they have read to their peers, giving reasons for their choices</li> <li>• continue to participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>• continue to explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>• continue to provide reasoned justifications for their views</li> </ul>