

Mount Pleasant CE VC Junior School

“Learning Through Faith, Family and Friendship.”



School Vision:

We are a happy, safe, inclusive school where excellence is celebrated. A Christian ethos encourages responsible behaviour and respect through Friendship, Trust and Forgiveness.

*We inspire a **love** of learning that encourages individuality, creativity and independence that extends from the school family into the wider world, enabling all to flourish.*

Jesus said, 'Love one another. As I have loved you, so you must love one another.' John 13:34

Reading Progression Document

	Year 3	Year 4	Year 5	Year 6
Common exception words	To begin to read Y3/Y4 National Curriculum words.	To read all Y3/Y4 National Curriculum words and to use these in their own written pieces.		

Fluency	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. - To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/ancy, -ent/ - ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. - To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	
Reading for pleasure Listening and discussing				

Vocabulary	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. To identify vocabulary that captures the reader's interest.	Discuss vocabulary used to capture readers' interest and imagination.	- To discuss vocabulary used by the author to create effect including figurative language. - To evaluate the use of authors' language and explain how it has created an impact on the reader.	- To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. - To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.
Inference	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives with supporting evidence.	- To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). - To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Prediction	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	- Predicting what might happen from details stated and implied. - Support predictions with relevant evidence from the text. - Confirm and modify predictions as they read on.	- Predicting what might happen from details stated and implied. - Support predictions by using relevant evidence from the text. - Confirm and modify predictions in light of new information.

Explanation	• Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books. • Identifying how language, structure, and presentation contribute to the meaning of both fiction and non-fiction texts. • Recognise authorial choices and the purpose of these.	• Discussing words and phrases that capture the reader's interest and imagination. • Identifying how language, structure, and presentation contribute to meaning. • Recognise authorial choices and the purpose of these.	• To provide increasingly reasoned justification for my views. • Recommend books for peers in detail. • Give reasons for authorial choices. • Begin to challenge points of view. • Begin to distinguish between fact and opinion. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Explain and discuss their understanding of what they have read, including through formal presentations and debates.	• To provide increasingly reasoned justification for my views. • Recommend books for peers in detail. • Give reasons for authorial choices. • To begin to challenge points of view. • To begin to distinguish between fact and opinion. • To identify how language, structure and presentation contribute to meaning. • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • To explain and discuss their understanding of what they have read, including through formal presentations and debates. • To distinguish between fact, opinion and bias explaining how they know this.
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Retrieval	• Use the contents page and subheadings to locate information. • Learn the skill of 'skim and scan' to retrieve details. • Begin to use quotations from the text. • Retrieve and record information from a fiction text. • Retrieve information from a non-fiction text.	• Confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. • To retrieve and record information from a fiction or non-fiction text.	• Confidently skim and scan, and also use the skill of reading before and after to retrieve information. • Use evidence from across larger sections of text. • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • Retrieve, record and present information from non-fiction texts. • Ask my own questions and follow a line of enquiry.	• Confidently skim and scan, and also use the skill of reading before and after to retrieve information. • Use evidence from across whole chapters or texts. • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry.
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Summarising	• Identifying main ideas drawn from a key paragraph or page and summarising these. • Begin to distinguish between the important and less important information in a text. • Give a brief verbal summary of a story. • Teachers begin to model how to record summary writing. • Identify themes from a wide range of books. • Make simple notes from one source of writing.	• Use skills developed in Year 3 in order to write a brief summary of main points, identifying and using important information. • To identify main ideas drawn from more than one paragraph. • To identify themes from a wide range of books. • To summarise whole paragraphs, chapters or texts. • To highlight key information and record it in bullet points, diagrams, maps etc.	• To summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • Make connections between information across the text and include this in an answer. • Discuss the themes or conventions from a chapter or text. • To identify themes across a wide range of writing.	• To summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. • Make comparisons across different books. • To summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
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