

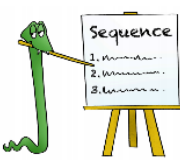
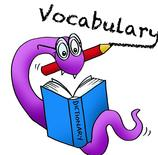
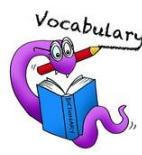



## Thorney Island Reading Progression Document

Year 1 Reading						
Behaving and reflecting as a reader	Retrieval skills	Inferential skills	Purpose and organisation	Style and impact	Decoding	Authorial intent/context
Vipers character						
Children will develop a love of reading through hearing, sharing and discussing a wide range of high quality fiction, poetry and non-fiction books including some at a level beyond which they can read independently.	Children will develop their ability to explain clearly their understanding of what they have read and what is read to them.	Children will begin to predict events and make inferences.	Children will become familiar with some different text types and their particular characteristics.	Children will increase their vocabulary and awareness of grammatical structures.	Children will be able to sound and blend unfamiliar words quickly and accurately using the phonic knowledge and skills they have already learned.	Children will begin to develop some awareness that writers have viewpoints and purposes and be able to talk about broad themes in texts- e.g. good and bad.
<b>This will include:</b> <ul style="list-style-type: none"> <li>•Taking part in talk about shared and personal reading</li> <li>•Taking turns and listening to what others say</li> <li>•Making connections with their own experiences</li> </ul>	<b>This will include:</b> <ul style="list-style-type: none"> <li>•Checking their understanding during and after reading and correcting inaccurate reading</li> </ul>	<b>This will include:</b> <ul style="list-style-type: none"> <li>•Drawing on what they already know or on background information and vocabulary provided by the teacher to predict what might happen</li> </ul>	<b>This will include:</b> <ul style="list-style-type: none"> <li>•Familiarity with and ability to retell key stories, fairy stories and traditional tales</li> <li>•Recognising and joining in with familiar phrases</li> </ul>	<b>This will include:</b> <ul style="list-style-type: none"> <li>•Discussing new word meanings</li> <li>•Linking new word meanings to those already known</li> </ul>	<b>This will include:</b> <ul style="list-style-type: none"> <li>•Applying phonic knowledge and skills as the route to decode words</li> <li>•Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>•Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> </ul>	<b>This could include:</b> <ul style="list-style-type: none"> <li>•Beginning to make statements about likes and dislikes in reading, sometimes with reasons</li> <li>•Showing some awareness that different genres have different features</li> </ul>





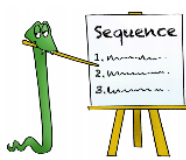
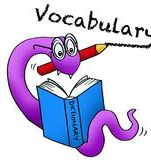
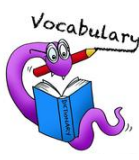

## Thorney Island Reading Progression Document

<ul style="list-style-type: none"> <li>• Participating in role play to identify with and explore characters and try out language they have listened to</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling things that they read or are read to them (supported by growing familiarity with text types)</li> <li>• Beginning to use some processes to find out information</li> </ul>	<ul style="list-style-type: none"> <li>• Using titles, covers etc. to support predictions</li> <li>• Predicting what might happen on the basis of what has been said and done and read so far</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to understand how written language can be structured in order – for example – to build surprise/ present facts</li> <li>• Familiarity with rhymes and poems, some of which they can recite by heart</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing their favourite words and beginning to recognise and comment on some language choices/ effects (e.g. individual words, alliteration)</li> <li>• Recognising and joining in with familiar phrases/patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Reading common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Reading words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• Reading other words of more than one syllable that contain taught GPCs</li> <li>• Reading words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• Reading 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</li> <li>• Re-reading these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>• Showing some awareness that books are set in different times and places</li> </ul>
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**Statutory terminology for pupils:** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark



## Thorney Island Reading Progression Document

Year 2 Reading						
Behaving and reflecting as a reader	Retrieval skills	Inferential skills	Purpose and organisation	Style and impact	Decoding	Authorial intent/context
Vipers character						
Children will continue to develop a love of reading through hearing, sharing and discussing a wider range of high quality fiction, poetry and non-fiction books including some at a level beyond which they can read independently.	Children will be increasingly confident in explaining their understanding of what they have read and what is read to them.	Children will become more confident in predicting events and making inferences.	Children will be familiar with a wider range of different text types and their particular organisational characteristics.	Children will continue to expand their vocabulary and awareness of grammatical structures and literary language.	Children will become increasingly fluent readers with more confident blending and less need for sounding out.	Children will continue to develop awareness that writers have viewpoints and purposes and may begin to have some understanding that texts have contexts that affect meaning.
<p>This will include:</p> <ul style="list-style-type: none"> <li>•Listening to and discussing books, poems and other works that are read to them and those that they can read for themselves</li> <li>•Taking turns and listening to what others say about texts that they listen to and those that they read for themselves</li> </ul>	<p>This will include:</p> <ul style="list-style-type: none"> <li>•Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>•Being able to retell strongly patterned stories including a wider range of fairy stories and traditional tales</li> </ul>	<p>This will include:</p> <ul style="list-style-type: none"> <li>•Being able to draw on what they already know or on background information and vocabulary provided by the teacher to predict what might happen or read between the lines</li> </ul>	<p>This will include:</p> <ul style="list-style-type: none"> <li>•Becoming increasingly familiar with the structures of a wider range of stories, fairy stories and traditional tales</li> <li>•Discussing the sequence of events in books and how items of information are related</li> </ul>	<p>This will include:</p> <ul style="list-style-type: none"> <li>•Being able to discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>•Understanding the difference between spoken and written language</li> </ul>	<p>This will include:</p> <ul style="list-style-type: none"> <li>•The ability to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>•Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>•Reading accurately words of two or more syllables that contain the same graphemes as above</li> </ul>	<p>This could include:</p> <ul style="list-style-type: none"> <li>•Identifying the main purpose</li> <li>•Recognition of some of the features of the context of texts</li> <li>•Beginning to talk about their understanding of what they read or hear making links between texts and text types including film</li> </ul>




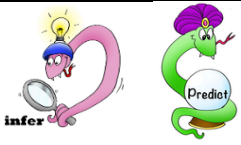
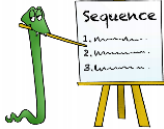
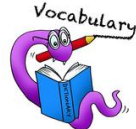


# Thorney Island Reading Progression Document

<ul style="list-style-type: none"> <li>•Listening to feedback on their own views</li> <li>•Continuing to extend their understanding of what they have read by participating in role-play and other drama techniques to help them to identify with and explore characters and to try out the language they have listened to</li> </ul>	<p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>•Starting to use their understanding of structure and organisation of fiction and non-fiction texts to locate and retrieve information</li> <li>•Making reference to quotations from texts</li> </ul>	<ul style="list-style-type: none"> <li>•Predicting what might happen on the basis of what has been read so far</li> <li>•Making inferences on the basis of what is being said and done</li> <li>•Answering and asking questions to secure their predictions and inferences</li> </ul>	<ul style="list-style-type: none"> <li>•Understanding the idea of cause and effect in both narrative and non-fiction</li> <li>•Becoming familiar with and finding their way around non-fiction books that are structured in different ways</li> <li>•Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation, to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>•Discussing their favourite words and phrases; beginning to recognise and comment on some language choices/ effects and starting to be able to identify some of the types of words these are</li> <li>•Recognising simple recurring literary language in stories and poetry</li> <li>•Recognising that particular kinds of language are associated with particular text types</li> </ul>	<ul style="list-style-type: none"> <li>•Reading words containing common suffixes</li> <li>•Reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>•Reading most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>•Reading aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>•Reading with increasing expression and appropriate intonation</li> </ul>	
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**Statutory terminology for pupils:** noun, noun phrase, statement, exclamation, question, command, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe, comma



## Thorney Island Reading Progression Document

Years 3 and 4 Reading						
Behaving and reflecting as a reader	Retrieval skills	Inferential skills	Purpose and organisation	Style and impact	Decoding	Authorial intent/context
Vipers character						
Children will continue to develop a love of reading through hearing, sharing and discussing a broader and deeper range of high quality fiction, poetry and non-fiction books.	Children will develop their ability to explain their understanding of increasingly complex texts that they have read and had read to them.	Children will become increasingly confident in predicting events and making inferences and begin to explain their ideas.	Children will be familiar with a wide range of different text types and their particular organisational conventions and will begin to understand links between presentation, structure and meaning.	Children will become increasingly confident in identifying how language choices contribute to meaning and will continue to expand their vocabulary and awareness of grammatical structures and literary language.	Children will read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than decoding individual words.	Children will continue to develop awareness that writers have viewpoints and purposes and increasingly understand that texts have contexts that affect meaning.
<b>This will include:</b> <ul style="list-style-type: none"> <li>• Participating in discussions about fiction, poetry, plays, non-fiction and reference/text books</li> <li>• Listening attentively to a longer and a wider range of texts</li> </ul>	<b>This will include:</b> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Retelling orally a wider range of familiar stories including fairy tales, myths and legends</li> <li>• Asking questions to improve their understanding of a text</li> </ul>	<b>. This will include:</b> <ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<b>This will include:</b> <ul style="list-style-type: none"> <li>• Showing increasing familiarity with the patterns and structures in a wide range of books, including fairy stories, myths and legends</li> <li>• Beginning to identify how structure and presentation contribute to meaning</li> </ul>	<b>This will include:</b> <ul style="list-style-type: none"> <li>• Using dictionaries to check the meaning of words they have read</li> <li>• Extending their interest in the meaning and origin of words</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<b>This will include</b> <ul style="list-style-type: none"> <li>• Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet</li> </ul>	<b>This will include:</b> <ul style="list-style-type: none"> <li>• Identifying themes and conventions in a wide range of texts such as the triumph of good over evil or use of magical devices in fairy stories and folk tales</li> <li>• Showing awareness that writers have different purposes</li> </ul>



## Thorney Island Reading Progression Document

<ul style="list-style-type: none"> <li>• Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>• Being willing to experiment with reading choices</li> <li>• Reading for a range of different purposes</li> <li>• Asking self-directed questions/ showing curiosity to deepen their understanding</li> <li>• Preparing readings for performance and showing understanding through volume, tone, intonation and action.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Retrieving and recording information from fiction and non-fiction</li> <li>• Using contents pages and indexes to locate information</li> </ul> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>• Beginning to use some relevant textual reference/ quotations to support views</li> </ul>		<ul style="list-style-type: none"> <li>• Recognising the conventions of organisation, structure and presentation of the different forms they read</li> <li>• Recognising some different forms of poetry (e.g. free verse; narrative poetry)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>• Commenting on the effect that the reader's or writer's context has on the meaning of texts</li> <li>• Commenting on the writer's viewpoint</li> <li>• Identifying the main purpose</li> <li>• Commenting on the effect on the reader</li> </ul>
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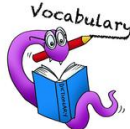


**Statutory terminology for pupils:**

**Y3:** preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

**Y4:** determiner, pronoun, possessive pronoun, adverbial



## Thorney Island Reading Progression Document

Years 5 and 6 Reading						
Behaving and reflecting as a reader	Retrieval skills	Inferential skills	Purpose and organisation	Style and impact	Decoding	Authorial intent/context
Vipers character						
Children will continue to develop a love of reading through hearing, sharing and discussing a broader and deeper range of high quality more complex fiction, poetry and non-fiction books.	Children will be confident in explaining their understanding of increasingly complex texts.	Children will further develop an understanding of and ability to explain inference including how an author crafts a text for effect.	Children will be familiar with a range of increasingly complex text types and their organisational conventions and will further develop their understanding of the links between presentation, structure and meaning.	Children will be able to discuss and evaluate (in verbal and written form) how authors use language, including figurative language, to create meaning and impact on the reader.	By the end of year 6, children's' reading and writing will be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.	Children will show an increasing recognition and understanding of the way writers' viewpoints and purposes are evident in /affect meaning in texts and that texts have contexts which affect meaning.
<b>This will include:</b> <ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and text books</li> <li>In their discussions, building on their own and others' ideas and challenging views courteously</li> </ul>	<b>This will include:</b> <ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarising the main ideas drawn from more than one paragraph</li> <li>Identifying key details that support the main ideas</li> </ul>	<b>This will include:</b> <ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence, quotations etc.</li> </ul>	<b>This will include:</b> <ul style="list-style-type: none"> <li>Further developing their knowledge and understanding of conventions of different types of writing such as the use of first person in writing diaries and autobiographies</li> <li>Beginning to understand and explain how writers use organisation and presentational devices to create their own voice and influence the reader</li> </ul>	<b>This will include:</b> <ul style="list-style-type: none"> <li>Identifying and evaluating how language, structure and presentation contribute to meaning</li> <li>Using appropriate technical terminology to discuss and write about what they hear and read e.g. metaphor, simile, analogy, imagery, style, effect</li> </ul>	<b>This will include:</b> <ul style="list-style-type: none"> <li>Applying 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>This will include:</b> <ul style="list-style-type: none"> <li>Recognising, identifying and discussing themes (e.g. loss, heroism) in a wider range of writing</li> <li>Considering different accounts of the same event and discussing /explaining viewpoints /purposes (both of authors and fictional characters) within a text and across more than one text</li> </ul>
<ul style="list-style-type: none"> <li>Recommending to their peers, books that they have read, giving</li> </ul>	<ul style="list-style-type: none"> <li>Retrieving, recording and presenting information from a</li> </ul>	<b>This could include:</b> <ul style="list-style-type: none"> <li>Developing increasingly</li> </ul>			<ul style="list-style-type: none"> <li>Working out any unfamiliar words with increasing automaticity by</li> </ul>	<b>This could include:</b> <ul style="list-style-type: none"> <li>Identifying and beginning to explain similarities and</li> </ul>



## Thorney Island Reading Progression Document

<p>reasons for their choices and providing reasoned justifications for their views</p> <ul style="list-style-type: none"> <li>•Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience</li> </ul>	<p>range of texts including non-fiction and applying these skills in a range of contexts (i.e. cross-curriculum; real life)</p> <ul style="list-style-type: none"> <li>•Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes when necessary</li> <li>•Distinguishing between statements of fact and opinion</li> <li>•Making comparisons within and across books including comparisons of characters, settings and themes</li> <li>•Learning a wide range of poetry by heart</li> <li>•Using relevant textual reference and/or quotation to support views</li> </ul>	<p>confident explanations of the inferences identified</p>			<p>focusing on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation'</p> <ul style="list-style-type: none"> <li>•Reading aloud texts of an age-appropriate interest level with accuracy and at a reasonable speaking pace</li> <li>•Reading silently</li> </ul>	<p>differences between texts</p> <ul style="list-style-type: none"> <li>•Beginning to explain how the contexts in which texts are written and read contribute to meaning</li> </ul>
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### **Statutory terminology for pupils:**

**Y5:** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

**Y6:** subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points