

HJS Progression in Reading

By the end of KS1	Year 3	Year 4	Year 5	Year 6
Word Reading				
<p>Establish decoding so a range of age-appropriate texts is read with consistent accuracy, fluency and confidence.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read multi-syllable words containing these graphemes.</p> <p>Read common suffixes.</p> <p>Read exception words, noting unusual correspondences.</p> <p>Read most words quickly and accurately without overt sounding and blending.</p> <p>Read aloud books closely matched to phonic</p>	<p>Continue to use phonic knowledge to decode unfamiliar words.</p> <p>Begin to apply growing knowledge of root words.</p> <p>Begin to apply growing knowledge of prefixes and suffixes.</p> <p>Begin to understand the origin of words from other countries.</p> <p>Read words from the Year 3/4 Common Exception Words list.</p>	<p>Continue to use phonic knowledge to decode unfamiliar words.</p> <p>Apply growing knowledge of root words.</p> <p>Apply growing knowledge of prefixes and suffixes.</p> <p>Increase understanding of the origin of words from other countries.</p> <p>Read further exception words and begin to note the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Begin to apply growing knowledge of root words, prefixes and suffixes (the root and how it changes), both to read aloud and to understand the meaning of new words.</p>	<p>Use knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.</p>

knowledge, sounding out unfamiliar words accurately and without undue hesitation. Reread these books to build up fluency and confidence in word reading.				
Range of Reading				
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.	Listen to and discuss a wide range of age appropriate fiction, plays, non-fiction and reference books and text books.	Listen to and discuss a wide range of age appropriate fiction, plays, non-fiction and reference books and text books (including fairy stories, myths and legends).	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books with a positive attitude.	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books with a positive attitude (e.g. myths, legends, modern fictions, fiction from our literary heritage and books from other cultures and traditions).
Familiarity with Texts				
Recognise simple recurring literary language in stories and poetry.	Begin to identify themes and conventions in a wide range of books.	Identify themes and conventions in a wide range of books.	Begin to identify and discuss themes and features in and across a wide range of writing.	Identify and discuss themes and conventions in narrative and non-fiction texts and understand their use.
Poetry and Performance				
Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate	Prepare poems and playscripts to read aloud and to perform. Recognise some different forms of poetry (for	Prepare poems and playscripts to read aloud and to perform. Recognise some different forms of poetry (for	Prepare poems by heart and plays to read aloud and to perform, increasingly showing understanding through expression and volume,	Prepare poems and plays to read aloud and perform by heart, showing understanding through intonation, tone and

intonation to make their meaning clear.	example, free verse, narrative poetry). Show some understanding through volume, expression and action.	example, free verse, narrative poetry). Show some understanding through volume, expression and action.		volume so the meaning is clear to an audience.
Word Meanings				
Discuss and clarify the meaning of words, linking new meanings to known vocabulary.	Begin to discuss words and phrases that capture the reader's interest and imagination. Improve the skill of using dictionaries to check the meaning of words read.	Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the meaning of words read and explain the meaning of words in context.	Discuss understanding of the meaning of words in context, finding other words which are similar.	Explore the finer meanings of words - show, discuss and explore understanding of the meaning of vocabulary in context.
Understanding				
Discuss the sequence of events in books and how items of information are related.	Read age appropriate books and make sense of the text. Begin to identify how language, structure and presentation can contribute to meaning.	Understand, read and discuss by checking that the text makes sense. Increasingly identify how language, structure and presentation contribute to meaning.	Increasingly check that a book makes sense, discussing understanding. Identify how language, structure and presentation contribute to meaning. Begin to distinguish between statements of fact and opinion.	Check that a text makes sense by discussing understanding and exploring the meaning of words in context. Identify language, structural and presentational features in texts and explain how they contribute to meaning.

				Distinguish between statements and fact and opinion.
Summarising				
Identify main ideas of one paragraph.	Begin to identify the main ideas drawn from more than one paragraph.	Identify the main ideas drawn from more than one paragraph.	Summarise the main ideas from more than one paragraph.	Summarise the main ideas from more than one paragraph, identifying key details that support the main ideas.
Inference				
Make inferences on the basis of what is said and done.	Begin to draw inferences about a character's feelings, thoughts and actions.	Draw and justify inferences such as character's feelings, thoughts and motives through their actions.	Draw inferences, such as inferring a character's feelings, thoughts and motives from their actions by providing reasons for views.	Make developed inferences and explain and justify with textual evidence to support reasoning.
Prediction				
Predict what might happen next on the basis of what has been read so far.	Predict what might happen from simple details stated and implied.	Make credible predictions of what might happen from details stated and implied.	Make credible and insightful predictions.	Make credible and insightful predictions that are securely rooted in the text.
Authorial Intent				
			Discuss and evaluate how authors use language, including figurative language, and its effect on the reader.	Identify the effect of language, including figurative, explaining and evaluating its effect, including impact and suitability of choice.

Comparisons				
	Begin to make comparisons within a text.	Make comparisons within a text, e.g. change noted in a character.	Make comparisons within and across two books read.	Make comparisons of events and characters within and across books read.
Non-Fiction				
Talk about non-fiction texts that are structured in different ways.	Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their characteristics and recognise typical presentational features. Retrieve and record information from non-fiction texts.	Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways recognising typical presentational features. Know how information is signposted in reference book and use this to retrieve and record information from non-fiction/reference texts.	Confidently retrieve, record and present information from non-fiction texts.	Retrieve, record and present information from non-fiction texts independently and creatively,
Discussing Reading				
Participate in discussion about books, poems and other works read to them, taking turns to listen to what others say. Explain and discuss understanding of books, poems and other material, both those that they listen	Engage with a range of texts, making choices and explaining preferences; start to know preferred authors and text types; talk about books read both in and out of school. During discussion about texts, ask questions to	Engage with a range of texts, making choices and explaining preferences; know some text types; talk about books read both in and out of school making textual references, During discussion about texts, ask relevant	Participate in discussions about books listened to and read for themselves, building on own and others' ideas. Explain and discuss understanding of challenging texts read, including through formal	Participate in discussions about books listened to and read for themselves, building on own and others' ideas and challenging views courteously. Explain and discuss understanding of

<p>to and that they read for themselves.</p> <p>Answer and ask questions.</p>	<p>improve understanding, taking turns and listening to what others have to say.</p>	<p>questions to improve understanding, taking turns and building on what others have to say.</p>	<p>presentations and debates, using notes where necessary.</p> <p>Readily ask pertinent questions to enhance understanding.</p> <p>Recommend books read to peers, giving reasons for choices.</p>	<p>challenging texts read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary,</p> <p>Pose hypotheses and ask probing questions to enhance understanding.</p> <p>Recommend books read to peers, giving substantiated reasons for choices.</p>
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