The Progression of Reading at Howbridge Church of England Junior School				
Content Domains Inference Vocabulary Explain Compare Prediction Summary Retrieval				
	Yr 3	Y4	Yr 5	Yr 6
Word Reading	Re-reads these books to build up their fluency and confidence in word reading. Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Read common exception year 3 and 4 words.	Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Read common exception year 3 and 4 words `	Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Read common exception year 5 and 6 words	Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Read common exception year 5 and 6 words

Attitudes to Reading	Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reads books that are structured in different ways and reads for a range of purposes With support uses dictionaries to check the meaning of words that they have read. Develops their familiarity with an increasingly wide range of books, including fairy stories, myths and legends, and retelling some of these orally. (With support) identifies themes and conventions in a wide range of books. Prepares poems and plays to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action.	Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reads books that are structured in different ways and reads for a range of purposes Uses dictionaries to check the meaning of words that they have read. Increases their familiarity with a wide range and variety of books, including fairy stories, myths and legends, and retelling some of these orally. Independently identifies themes and conventions in a wide range of books. Prepares poems and plays to read aloud and to perform, showing understanding through increasing use of	Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reads books that are structured in different ways and reading for a range of purposes Increases 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. Recommends books that they have read to their peers, giving reasons for their choices which illustrate a general awareness of the writer's purpose and effect on the reader.	Can read age-appropriate books with confidence and fluency (including whole novels) Can read aloud with intonation that shows understanding Recommends books that they have read to their peers, explaining their reasoning through explicit explanation developed by close reference to the text. Identifies and discusses themes and conventions in and across a wide range of writing such as the use of the first person in writing diaries and autobiographies; or considering accounts of the same event, with identification of viewpoint developed through close reference to the text. TAF:WA Can make comparisons within and across books.

	(Beginning to) discuss words and phrases that capture the readers interest and imagination. (With support) recognises some different forms of poetry (e.g. free verse, narrative poetry)	appropriate intonation, tone, volume and action. Identifies and discusses words and phrases that capture the readers interest and imagination. Independently recognises some different forms of poetry (e.g. free verse, narrative poetry	Identifies and discusses themes and conventions in and across a wide range of writing. Comments identify similarities and differences between texts e.g narrative conventions in traditional tales or stories from different cultures, ballads etc. Makes comparisons within and across books, commenting on similarities and differences between texts, with some explanation. Learns a wide range of poetry by heart. Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Learns a wider range of poetry by heart. Prepares poems and plays to read aloud and to perform, showing understanding through appropriate intonation, tone and volume so that the meaning is clear to an audience.

Understanding Reading	Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text. Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with support) justifying inferences with evidence. Makes basic predictions about what might happen based on details stated and implied. (With some support) identifies main ideas drawn from more than one paragraph and makes a simple summary. (With support) identifies how language, structure, and presentation contribute to meaning.	Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asks relevant questions to improve and develop their understanding of a text. Draws inferences such as inferring characters feelings, thoughts and motives from their actions, and justifies inferences with relevant evidence. Makes reasoned predictions of what might happen clearly derived from details both stated and implied. Independently identifies main ideas drawn from more than one paragraph and summarises these accurately and concisely.	Checks that the book makes sense to them by discussing their understanding and exploring the meaning of words in context. Asks questions to improve their understanding and explore ideas. Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence. (Comments are developed drawing on evidence across the text). Predicts what might happen from details stated and implied. Justifies predictions with specific textual references. Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identifies how language, structure and presentation contribute to meaning. Shows	TAF:WA Can work out the meaning of words from the context Asks questions to improve their understanding and explore ideas in detail. Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence. (Comments securely based in textual evidence with an attempt at detailed exploration). TAF:WA Can predict what might happen from details stated and implied. (Justifies predictions with specific textual references or quotation). P.E.E TAF:WA Can summarise main ideas, identifying key details and using quotations for illustration TAF:WA Can evaluate how authors use language, including figurative language, considering the impact on the reader

	Retrieves and records information from non-fiction (supported where necessary).	Identify how language, structure, and presentation contribute to meaning. Independently retrieves and confidently records information from non-fiction.	general awareness of writer's craft. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Relevant points clearly identified from all areas of the text.	Distinguishes between statements of fact and opinion. TAF:WA Can retrieve information from non-fiction
Discuss, explain, evaluate	Participates 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.	Participates 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.	Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader and showing some awareness of the effect of different language choices. Beginning to use some technical terminology to describe language where needed (eg simile, metaphor). Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas	Discusses and evaluates how authors use language, including figurative language, using appropriate terminology (eg imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader. Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. **TAF:WA Can explain and discuss their understanding of what they have read,**

			and challenging views courteously. Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provides reasoned justifications for their views, supporting them with relevant textual reference or quotation.	**drawing inferences and justifying these with evidence** Provides reasoned justifications for their views, incorporating apt textual reference and quotation to support main ideas or argument. Demonstrate understanding through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
			Begin to use the P.E.E approach to formulate answers (supported)	Year 6 will have a heavy emphasise on formulating answers using the… P – point E – Evidence E – Explanation …approach