Reading Progression

Class Reception

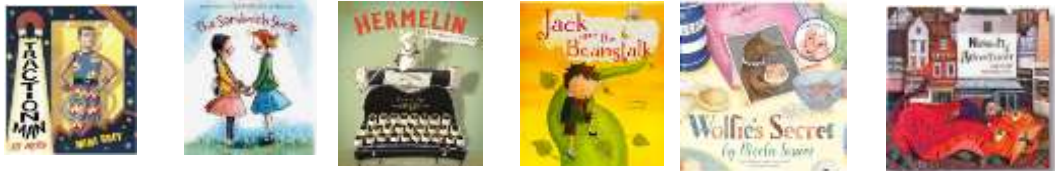|	
ELS Curriculum & Sounds	**Phase 2:** • Oral blending • Sounding out and blending with 23 new graphemephoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words
	Phase 3: • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
	Phase 4: • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3
	Phase 5: • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words
	Phase 2: s, a, t, p, l, n, m, d, g, o, c, ck, e, u, r, ss, h, b, ff, ll
	Phase 3: j, v, w, x, y, zz, qu, ch, ai, ee, igh, oa, es
	Phase 3-4: oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow, -ed, -er, -est
	Phase 5: ay, ou, ie, ea, -le, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c
ELGs:	**Comprehension:** Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Word Reading: Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Knowledge & Skills	**Knowledge:** Knowledge of a wide range of fiction / non-fiction texts. Phonic knowledge to decode quickly and accurately Reception class harder to read and spell words. Know that information can be retrieved from books and computers. **Skills:** • Continue a rhyming string • Hear and say the initial sound in words. • Segment sounds in simple words, blend together and know some letters which represent them. • Link sounds to letters, naming and sounding the letters of the alphabet. • Begin to read words and simple sentences. • Use vocabulary and forms of speech that are increasingly influenced by their experience of books. • Enjoy an increasing range of books. • Use phonic knowledge to decode regular words and read them aloud accurately. • Read some common irregular words.
Reading vocabulary	Blend, decode, digraph, fairy story, fiction, fluent, grapheme, non-fiction, phoneme, poetry, prediction, retell, segment, sense, split digraph, story, suffix, traditional tale, trigraph, vocabulary
Core Texts	The Tiger who came to tea Welcome to our world Handa's Surprise The Princess & The Pea Stone Girl, Bone Girl Commotion in the Ocean
Poetry & Anthologies	*Children listen and join in with many rhymes, songs and poems in their first year at school.* *They explore the concept of rhyme, and compose poems and rhymes orally.*

Reading Progression

Class 1	
Curriculum **Reading – Word Reading** **Reading - Comprehension**	**Phonics & Decoding:** To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.
	Common Exception Words: To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
	Fluency: To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.
	Understanding & Correcting Inaccuracies: To check that a text makes sense to them as they read and to self-correct.
	Comparing, Contrasting & Commenting: To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.
	Words in Context & Authorial Choice: To discuss word meaning and link new meanings to those already known.
	Inference & Prediction: To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.
	Poetry & Performance: To recite simple poems by heart.
Knowledge & Skills	**Knowledge:** Knowledge of a wide range of fiction / non-fiction texts. Phonic knowledge to decode quickly and accurately. Y1 common exception words. **Skills:** • Apply phonic knowledge & skills as the route to decode words. • Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. • Read words containing taught GPCs, words containing -s, -es, -ing, -ed and -est endings plus words with contractions. • Read & re-read texts consistent with their developing phonic knowledge, that do not require the use other strategies to work out words. • Check for sense & self-correct. • Listen to & discuss a wide range of fiction, non-fiction & poetry beyond what they can read independently. Re-tell, discuss & make links to their own experience. • Discuss significance of titles & events plus word meanings. • Begin to make simple inferences & predictions. • Recite simple poems by heart.
Reading vocabulary	Blend, decode, digraph, fairy story, fiction, fluent, grapheme, inference, non-fiction, phoneme, poetry, prediction, retell, segment, sense, sequence, split digraph, story, suffix, traditional tale, trigraph, vocabulary.

VIPERS Progression	**Vocabulary:** discussing word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases
	Inference: children make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done
	Prediction: predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or though pictures.
	Explaining: give my opinion including likes and dislikes • link what they read or hear to their own experiences • explain clearly my understanding of what has been read to them • express views about events or characters
	Retrieval: answer a question about what has just happened in a story. • develop their knowledge of retrieval through images. • recognize characters, events, titles and information. • recognize differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion
	Sequence: retell familiar stories orally e.g fairy stories and traditional tales • sequence the events of a story they are familiar with • begin to discuss how events are linked
Core Texts	Traction Man The Sandwich Swap Hermelin Jack & the Beanstalk Wolfie's Secret Nimesh the Adventurer
Poetry & Anthologies	**Children will study examples of poetry, to include:** Acrostics Shape Poems/Calligrams Riddles	**Anthologies used:**

Twinkle Twinkle Chocolate Bar   Hey, Little Bug! SA5493   When We Were Very Young   The Puffin Book of Fantastic First Poems

Reading Progression

	Class 2	
Curriculum **Reading – Word Reading** **Reading - Comprehension**	**Phonics & Decoding:** To continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.	
	Common Exception Words: To read most Y1/Y2 common exception words, noting unusual correspondences between spelling & sound & where these occur in the word.	
	Fluency: To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	
	Understanding & Correcting Inaccuracies: To show understanding by drawing on what they already know/on background information & vocab provided by a teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.	
	Comparing, Contrasting & Commenting: To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).	
	Words in Context & Authorial Choice: To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	
	Inference & Prediction: To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	
	Poetry & Performance: To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	
	Non-Fiction: To recognise that non-fiction books are often structured in different ways.	
Knowledge & Skills	**Knowledge:** Knowledge of a wide range of fiction / non-fiction texts. Phonic knowledge to decode quickly and accurately. Most Y1 & Y2 common exception words	**Skills:** • Apply phonic knowledge & skills to decode words until automatic decoding embedded & reading is fluent. • Read most words of two or more syllables accurately & most words containing common suffixes. • Read most Y1 and Y2 common exception words. • Read & re-read aloud books closely matched to phonic knowledge. • Read words accurately & fluently without sounding & blending plus check for sense. • Participate in discussions, re-tell & make links between a wide range of stories, fairy stories and traditional tales. • Build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear • Recognise & discuss simple recurring literary language, vocabulary, sequence of events & clarify the meanings of words in stories and poetry. • Make predictions & inferences on the basis of what is being said and done.
Reading vocabulary	Blend, decode, digraph, fairy story, fiction, fluent, grapheme, inference, intonation, non-fiction, phoneme, poetry, prediction, retell, segment, sense, sequence, split digraph, story, suffix, traditional tale, trigraph, vocabulary.	

VIPERS Progression	**Vocabulary:** discussing and clarifying the meanings of words; link new meanings to known vocabulary.
	• discussing their favourite words and phrases.
	• recognise some recurring language in stories and poems.
	Inference: make inferences about characters' feelings using what they say and do.
	• infer basic points and begin, with support, to pick up on subtler references.
	• answering and asking questions and modifying answers as the story progresses.
	• use pictures or words to make inferences.
	Prediction: predicting what might happen on the basis of what has been read in terms of plot, character and language so far.
	• make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.
	Explaining: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
	• express my own views about a book or poem.
	• discuss some similarities between books.
	• listen to the opinion of others
	Retrieval: independently read and answer simple questions about what they have just read.
	• asking and answering retrieval questions.
	• draw on previously taught knowledge.
	• remember significant event and key information about the text that they have read.
	• Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.
	Sequence: discuss the sequence of events in books and how items of information are related.
	• retell using a wider variety of story language.
	• order events from the text.
	• begin to discuss how events are linked focusing on the main content of the story.
Core Texts	Inside the Villains The Day the Crayons Quit Charles Darwin's Around the World Adventures George's Marvellous Medicine Little People Big Dreams Florence Nightingale Vlad & The Great Fire of London
Poetry & Anthologies	**Children will study examples of poetry, to include:** Diamantes / Haikus / Free verse **Anthologies used:** Heard It in the / The Works Key Stage 1 / Crazy Mayonnaisy Mum / A First Poetry Book

Reading Progression

Class 3		
Curriculum **Reading – Word Reading** **Reading - Comprehension**	**Phonics & Decoding:** 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.	
	Common Exception Words: To begin to read Y3/Y4 exception words.	
	Fluency: To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. Any focus on word reading should support the development of vocabulary.	
	Comparing, Contrasting & Commenting: To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	
	Words in Context & Authorial Choice: 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.	
	Inference & Prediction: To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	
	Poetry & Performance: To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	
	Non-Fiction: To retrieve and record information from non-fiction texts.	
Knowledge & Skills	**Knowledge:** Knowledge of a wide range of fiction / non-fiction texts. Phonic knowledge to decode quickly and accurately Y3/Y4 exception words Root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-, -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.	**Skills:** • Use phonic knowledge to decode quickly and accurately • Use comprehension skills. • Recognise, listen to & discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Use appropriate terminology to discuss texts (plot, character, setting). • Check for sense discussing understanding & explaining word meanings in context. • Discuss authors' choice of words and phrases for effect. • Ask and answer simple inference questions based on characters' feelings, thoughts and motives. • Justify predictions using evidence from the text. • Prepare & perform poems and play scripts showing some awareness of the audience. • Begin to use intonation and volume when reading aloud. • Retrieve and record information from non-fiction texts.
Reading vocabulary	Comprehension, decode, fiction, poetry, playscript, non-fiction, plot, character, setting, inference, prediction, intonation, volume, retrieve, record.	

VIPERS Progression	**Vocabulary:** use dictionaries to check the meaning of words that they have read
	• discuss words that capture the readers interest or imagination
	• identify how language choices help build meaning
	• find the meaning of new words using substitution within a sentence.
	Inference: children can infer characters' feelings, thoughts and motives from their stated actions.
	• justify inferences by referencing a specific point in the text.
	• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.
	• make inferences about actions or events
	Prediction: justify predictions using evidence from the text.
	• use relevant prior knowledge to make predictions and justify them.
	• use details from the text to form further predictions.
	Explaining: discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books
	• identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts
	• recognise authorial choices and the purpose of these
	Retrieval: use 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
	Summarise: 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
Core Texts	Stone Age Boy Stig of the Dump How to Wash a Woolly Mammoth Magic Faraway Tree History VIP - Boudicca Journey to the River Sea The Firework Maker's Daughter
Poetry & Anthologies	**Children will study examples of poetry, to include:** Clerihews Limericks Free verse **Anthologies used:**

Reading Progression

Class 4		
Curriculum **Reading –** **Word** **Reading** **Reading -** **Comprehe** **nsion**	**Phonics & Decoding:** 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	
	Common Exception Words: To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound & where these occur in the word.	
	Fluency: To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. Any focus on word reading should support the development of vocabulary.	
	Comparing, Contrasting & Commenting: To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	
	Words in Context & Authorial Choice: Discuss vocabulary used to capture readers' interest and imagination.	
	Inference & Prediction: To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	
	Poetry & Performance: To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	
	Non-Fiction: To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	
Knowledge **&** **Skills**	**Knowledge:** Knowledge of a wide range of fiction / non-fiction texts. Y3/Y4 exception words Root words Prefixes Suffixes/word endings	**Skills:** • Read most words fluently • Attempt to decode unfamiliar words • Use comprehension skills. • Read for a range of purposes. • Identify ideas drawn from more than one paragraph and summarise. • Compare texts from a wide variety of genres and writers. • Identify authorial style - themes and features in a wide range of books. • Identify how language captures the reader's interest & imagination • Identify how language, structure and presentation contribute to meaning. • Draw inferences from characters' feelings, thoughts and motives. • Justify predictions from details stated and implied. • Recognise & discuss different forms of poetry • Prepare & perform poems and play scripts showing awareness of the audience. • Use organisational devices in non-fiction texts to retrieve, record & discuss information. • Use dictionaries to check the meaning of words.
Reading **vocabulary**	Audience, authorial technique, character, compare, comprehension, features, fiction, implied, inference, intonation, non-fiction, predict, plot, retrieve, record, setting, structure, style, summarise, themes, volume	

VIPERS Progression	**Vocabulary:** using dictionaries to check the meaning of words that they have read. • use a thesaurus to find synonyms. • discuss why words have been chosen and the effect these have on the reader. • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these. • find the meaning of new words using the context of the sentence.
	Inference: ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text. • use more than one piece of evidence to justify their answer.
	Prediction: justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on.
	Explaining: 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.
	Retrieval: confidently skim and scan texts to record details. • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text.
	Summarise: use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books. • summarise whole paragraphs, chapters or texts. • highlight key information and record it in bullet points, diagrams, maps etc.
Core Texts	How to Train your Dragon The Anglo Saxons are Coming The Lion, the Witch & the Wardrobe Charlie & The Chocolate Factory Street Child The Tales of Beatrix Potter Freedom 1783
Poetry & Anthologies	**Children will study examples of poetry, to include:** Kenning poems Tetractys Free verse **Anthologies used:**

Reading Progression

Class 5		
Curriculum **Reading –** **Word** **Reading** **Reading -** **Comprehe** **nsion**	**Phonics & Decoding:** 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.	
	Common Exception Words: To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
	Fluency: To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. Any focus on word reading should support the development of vocabulary.	
	Comparing, Contrasting & Commenting: To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate 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. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.	
	Words in Context & Authorial Choice: 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.	
	Inference & Prediction: To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	
	Poetry & Performance: To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	
	Non-Fiction: To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	
Knowledge **&** **Skills**	**Knowledge:** Knowledge of a wide range of fiction / non-fiction texts. Y5/Y6 exception words Root words Prefixes Suffixes/word endings	**Skills:** • Read most words fluently • Attempt to decode unfamiliar words • Recognise meaning through contextual cues. • Use developed comprehension skills. • Read aloud using intonation, tone, volume & action showing an awareness of audience. • Read a wide range of genres • Discuss, comment on & recommend from own reading. • Identify text types & features & compare between different texts. • Summarise main ideas from paragraphs & longer texts. • Retrieve, record and discuss information from fiction and non-fiction texts using knowledge of texts and organisational devices. • Discuss authorial technique – vocabulary, figurative language & impact on the reader. • Draw inferences from characters' feelings, thoughts and motives. • Make predictions stated and implied, justifying them in detail with evidence from the text.
Reading **vocabulary**	Audience, authorial technique, compare, context, cues, features, fiction, figurative, genre, impact, implied, inference, intonation, justify, metaphor, motive, non-fiction, prediction, plot, retrieval, simile, stated, structure, style, summarise, themes, tone, vocabulary, volume.	

VIPERS Progression	**Vocabulary:** explore the meaning of words in context, confidently using a dictionary. • discuss how the author's choice of language impacts the reader. • evaluate the authors use of language. • investigate alternative word choices that could be made. • begin to look at the use of figurative language. • use a thesaurus to find synonyms for a larger variety of words. • re-write passages using alternative word choices. • read around the word and explore its meaning in the broader context of a section or paragraph.
	Inference: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states. • use figurative language to infer meaning. • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text.
	Prediction: 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.
	Explaining: 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. • identifying 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.
	Retrieval: 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.
	Summarise: summarising 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 • identify themes across a wide range of writing
Core Texts	Secrets of a Sun King Journey to the Centre of the Earth Survivor: Escape from Pompeii Phoenix Survivor: Titanic Who Let the Gods Out The Highwayman
Poetry & Anthologies	**Children will study examples of poetry, to include:** Haikus/Senryus Renga Free verse **Anthologies used:** Lost Magic The Magic Box Juggling with Gerbils The Works 4

Reading Progression

Class 6	
Curriculum **Reading – Word Reading**	**Phonics & Decoding:** 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.
	Common Exception Words: To read all Y5/Y6 exception words, discussing unusual correspondences between spelling and sound and where these occur in the word.
	Fluency: To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. Any focus on word reading should support the development of vocabulary.
Reading - Comprehension	**Comparing, Contrasting & Commenting:** To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus/using notes. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.
	Words in Context & Authorial Choice: 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.
	Inference & Prediction: 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.
	Poetry & Performance: To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
	Non-Fiction: To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
Knowledge & Skills	**Knowledge:** Knowledge of a wide range of fiction / non-fiction texts. Y5/Y6 exception words Root words, Prefixes Suffixes/word endings **Skills:** Read fluently & for pleasure. • Decode unfamiliar words. • Perform texts (including poems learnt by heart). • Recognise meaning through contextual cues. • Use developed comprehension skills. • Discuss, comment, evaluate, compare & contrast texts. • Recognise more complex themes. • Explain & discuss understanding through formal presentations and debates. • Draw out key information & summarise • Distinguish between fact & opinion / provide reasoned justifications for views. • Compare characters, settings, themes within & across texts. • Discuss / predict change & development of characters using inference & deduction. • Analyse & evaluate language & how used for effect (authorial technique, metaphor, simile, analogy, imagery, style & effect). • Consider different accounts & viewpoints • Retrieve, record and present information from non-fiction texts. • Use non-fiction for purposeful information retrieval, e.g. in history, geography & science textbooks.
Reading vocabulary	Account, analogy, audience, authorial technique, compare, context, contrast, cues, deduction, effect, features, figurative, genre, imagery, impact, implied, inference, intonation, justify, metaphor, motive, retrieval, simile, structure, style, themes, tone, viewpoint.

VIPERS Progression	**Vocabulary:** evaluate how the authors' use of language impacts upon the reader.	
	• find examples of figurative language and how this impacts the reader and contributes to meaning or mood.	
	• discuss how presentation and structure contribute to meaning.	
	• explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.	
	Inference: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
	• discuss how characters change and develop through texts by drawing inferences based on indirect clues.	
	• make inferences about events, feelings, states backing these up with evidence.	
	• infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text.	
	Prediction: 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.	
	Explaining: 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.	
	• identifying 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.	
	• distinguish between fact, opinion and bias explaining how they know this.	
	Retrieval: Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.	
	• They 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.	
	Summarise: summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.	
	• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	
	• make comparisons across different books.	
	• summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.	
Core Texts	The Explorer Private Peaceful Letters from the Lighthouse Room 13 Holes From Auschwitz to Ambleside Macbeth	
Poetry & Anthologies	**Children will study examples of poetry, to include:** Ottava Rima Iambic Pentameter (in the context of reading Shakespeare) Free verse: Remembrance poetry.	**Anthologies used:**