



## PROGRESSION IN READING AT FAIR FIELD

	Year 3 and 4 NC objectives	Year 5 and 6 NC objectives
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning</li> <li>• E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• E2: reading books that are structured in different ways and reading for a range of purposes</li> <li>• V4: using dictionaries to check the meaning of words that they have read</li> <li>• E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• V2: discussing words and phrases that capture the reader’s interest and imagination</li> <li>• E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding</li> <li>• V1: explaining the meaning of words in context</li> <li>• I3: asking questions to improve their understanding of a text</li> <li>• I2/3: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</li> <li>• S1: identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• R5: retrieve and record information from non-fiction</li> <li>• E1/2/3: participate 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</li> </ul>	<ul style="list-style-type: none"> <li>• R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• S2: reading books that are structured in different ways and reading for a range of purposes</li> <li>• R3: increasing 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 recommending books that they have read to their peers, giving reasons for their choices</li> <li>• S3: identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• S2: learning a wider range of poetry by heart</li> <li>• E3: making comparisons within and across books</li> <li>• S2: preparing 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</li> <li>• V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• I1/2: asking questions to improve their understanding</li> <li>• I1/2: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</li> <li>• S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning</li> <li>• V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• E5: distinguish between statements of fact and opinion</li> <li>• E8: retrieve, record and present information from non-fiction</li> <li>• S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’</li> </ul>



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	Year 3	Year 4
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Discuss words that capture the readers interest or imagination</li> <li>• Identify how language choices help build meaning</li> <li>• Find the meaning of new words using substitution within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read #</li> <li>• use a thesaurus to find synonyms</li> <li>• discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader</li> <li>• discuss new and unusual vocabulary and clarify the meaning of these</li> <li>• find the meaning of new words using the context of the sentence.</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>• children can infer characters’ feelings, thoughts and motives from their stated actions.</li> <li>• justify inferences by referencing a specific point in the text.</li> <li>• ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.</li> <li>• make inferences about actions or events</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives (I know this because questions)</li> <li>• infer characters’ feelings, thoughts and motives from their stated actions.</li> <li>• consolidate the skill of justifying them using a specific reference point in the text</li> <li>• use more than one piece of evidence to justify their answer</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>• justify predictions using evidence from the text.</li> <li>• use relevant prior knowledge to make predictions and justify them.</li> <li>• use details from the text to form further predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• justify predictions using evidence from the text.</li> <li>• use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>• monitor these predictions and compare them with the text as they read on</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>• identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</li> <li>• recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader’s interest and imagination</li> <li>• identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these</li> </ul>
<b>Retrieval</b>	<ul style="list-style-type: none"> <li>• use contents page and subheadings to locate information</li> <li>• learn the skill of ‘skim and scan’ to retrieve details.</li> <li>• begin to use quotations from the text.</li> <li>• retrieve and record information from a fiction text.</li> <li>• retrieve information from a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>• confidently skim and scan texts to record details,</li> <li>• using relevant quotes to support their answers to questions.</li> <li>• retrieve and record information from a fiction or non-fiction text.</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>• begin to distinguish between the important and less important information in a text.</li> <li>• give a brief verbal summary of a story.</li> <li>• teachers begin to model how to record summary writing.</li> <li>• identify themes from a wide range of books • make simple notes from one source of writing</li> </ul>	<ul style="list-style-type: none"> <li>• use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</li> <li>• identifying main ideas drawn from more than one paragraph.</li> <li>• identify themes from a wide range of books</li> <li>• summarise whole paragraphs, chapters or texts</li> <li>• highlight key information and record it in bullet points, diagrams, maps etc</li> </ul>



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	Year 5	Year 6
<b>Vocabulary</b>	<p>explore the meaning of words in context, confidently using a dictionary</p> <ul style="list-style-type: none"> <li>• discuss how the author’s choice of language impacts the reader</li> <li>• evaluate the authors use of language</li> <li>• investigate alternative word choices that could be made</li> <li>• begin to look at the use of figurative language</li> <li>• use a thesaurus to find synonyms for a larger variety of words</li> <li>• re-write passages using alternative word choices</li> <li>• read around the word’ and *explore its meaning in the broader context of a section or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate how the authors’ use of language impacts upon the reader</li> <li>• find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>• discuss how presentation and structure contribute to meaning.</li> <li>• 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.</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• make inferences about actions, feelings, events or states</li> <li>• use figurative language to infer meaning</li> <li>• give one or two pieces of evidence to support the point they are making.</li> <li>• begin to draw evidence from more than one place across a text.</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• make inferences about events, feelings, states backing these up with evidence.</li> <li>• 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</li> </ul>
<b>Prediction</b>	<p>predicting what might happen from details stated and implied</p> <ul style="list-style-type: none"> <li>• support predictions with relevant evidence from the text.</li> <li>• confirm and modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• support predictions by using relevant evidence from the text</li> <li>• confirm and modify predictions in light of new information.</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> </ul>	<ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>• distinguish between fact, opinion and bias explaining how they know this</li> </ul>



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Retrieval	<ul style="list-style-type: none"><li>• confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li><li>• use evidence from across larger sections of text</li><li>• read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</li><li>• retrieve, record and present information from non-fiction texts.</li><li>• ask my own questions and follow a line of enquiry.</li></ul>	<ul style="list-style-type: none"><li>• 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</li><li>• Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li><li>• Retrieve, record and present information from a wide variety of non-fiction texts.</li><li>• Ask my own questions and follow a line of enquiry</li></ul>
Summary	<ul style="list-style-type: none"><li>• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</li><li>• make connections between information across the text and include this in an answer.</li><li>• discuss the themes or conventions from a chapter or text</li><li>• identify themes across a wide range of writing</li></ul>	<ul style="list-style-type: none"><li>• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li><li>• make comparisons across different books.</li><li>• summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs</li></ul>