	Year 2	Year 3	Year 4	Year 5	Year 6
Translator (vocabulary) Image: Construction of the second secon	 Discuss and clarify meanings of words, link new meanings to known vocabulary Discuss favourite words and phrases Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised Use strategies to build vocabulary. To start to use subject- specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences. 	 Use knowledge of root words to understand meanings of words Use prefixes to understand meanings e.g. un-, dis-,-mis-, re- Use suffixes to understand meanings e.g. –ation, -ous Read and understand meaning of words on Y3/4 word list Use dictionaries to check meanings of words they have read Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination Explain the meaning of unfamiliar words by using the context To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience. 	 Use knowledge of root words to understand meanings of words Use prefixes to understand meanings e.g. sub-,inter-, anti-,- auto- Use suffixes to understand meanings e.g. –ation, -ous, -tion, -sion, -ssion, -cian Read and understand meaning of words on Y3/4 word list Use dictionaries to check the meaning of words that they have read Identify, discuss, and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes Explain the meaning of key vocabulary within the context of the text To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is 	 Use knowledge of root words to understand meanings of words Apply knowledge of prefixes to understand meaning of new words Use suffixes to understand meanings e.gant, - ance, -ancy, 2 -ent, ence, -ency, -ible, - able, -ibly, -ably, Read and understand meaning of words on Y5/6 word list Explore meaning of words in context To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in 	 Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment Use suffixes to understand meanings e.gcious, -tious, - tial, -cial Read and understand meaning of words on Y5/6 word list – see bottom Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin Explore new vocabulary in context To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose To speak audibly,

Progression of Reading Skills across Sun Hill Junior School

Reporter (retrieve)	• Identify key information in a text	 Use point and evidence to structure and justify responses Locate simple information using skimming and scanning Use simple features to locate information eg. Contents; indices; subheadings Evaluate how specific 	 acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images Locate information using skimming, scanning and text marking 	 stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. Scan for key words and text marking to locate key information Retrieve and collate ideas from more than one place in a text Justifying opinions and elaborating by referring to the text. 	 fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide Retrieve and record information / identify key details from fiction and non-fiction Skim texts to ascertain the gist Use a combination of scanning and close reading to locate information Re-read and reads
		information is organised within a non-fiction text e.g. text boxes, sub- headings, contents, bullet points, glossary, diagrams	 Use features to locate information e.g. contents, indices and subheadings Navigate texts to locate and retrieve information in print and on screen 	 (Point + Evidence + Explanation) Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub- headings, contents, bullet points, glossary, diagrams 	 ahead to locate clues to support understanding and justifying with evidence from the text Use a combination of skimming, scanning and close reading across a text to locate specific detail
Editor (summarise)	 Sequencing and discussing the main events in stories Retell familiar stories in a range of contexts e.g. 	 Sequence and discuss the main events in stories Retell a range of stories, including less familiar 	 Retell a range of stories, including less familiar fairy stories, myths and legends 	 Summarise main ideas drawn from more than one paragraph and identifying key 	 Evaluate texts quickly in order to determine their usefulness or appeal

	small world, role play, storytelling	 fairy stories, fables and folk tales e.g. Grimm's Fairy Tales, Rudyard Kipling Just So Stories Discuss their understanding of the text Identify a key idea in a paragraph 	 Identify main ideas drawn from more than one paragraph and summarising these e.g. character is evil because1/2/3 reasons/examples from the text 	 details which support this Use notes to support presentation of information Identify statements of fact and opinion 	 Use notes to support presentation of information Summarise main ideas drawn from more than one paragraph and identifying key details which support this Distinguish between statements of fact and opinion using evidence to justify
Detective (infer)	 Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? 	 Infer the thoughts, feelings and actions of characters and begin to justify their views using simple evidence from the text 	 Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text and/or experiences and/or reading beyond the text Infer characters' feelings, thoughts and motives from their actions at different points in a story 	 Justify inferences using evidence from the text Begin to see how inferences are cumulative as clues are picked up through a text Infer and explain how a character's thoughts, feelings and motives have changed over the course of the text 	 Infer meaning using a range of types of evidence from across the text and wider experiences Infer and compare different characters' thoughts, feelings and motives at the same points in a story Begin to see how inferences draw on: the connotation of words, their use in context and that they can be cumulative as clues are picked up through a text
Weather Forecaster (predict)	 Make predictions prior to reading based upon title, cover and skim reading of illustrations 	 Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings 	 Make predictions prior to reading about the likely type of characters or events in the story based upon the front cover, title, 	 Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond 	 Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other

	 Predict what might happen on the basis on what has been read so far Make predictions using experience of reading books based on other familiar texts Give opinions and supporting with reasons e.g. Was Goldilocks a good or bad character? 	 Make plausible predictions based on knowledge of the text and make a simple reference to the text Make predictions based upon events and actions of characters so far in the story Make prediction drawing upon knowledge of other texts Make predictions based upon background knowledge of the topic 	 knowledge of the author and different genres of writing Make plausible predictions based on knowledge of the text and begin to justify them by referring to the text Make predictions based on information stated and implied Make predictions drawing upon knowledge from other texts 	 the text to support opinions Predict what might happen from information stated and implied Categorise predictions as likely/unlikely based upon what has been read so far 	 books by the same author Make predictions and express opinions, justifying these with reference to the text Predicting what might happen from information stated and implied
Author (explain)	 Discuss how specific information is organised within a non-fiction text e.g., text boxes, sub- headings, contents, bullet points, glossary, diagrams Recognise use of repetitive language within a text or poem e.g. run, run as fast as you can and across texts e.g. long, long ago in a land far away Introduce and discuss key vocabulary within the context of a text 	 Analyse and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc Explain the meaning of unfamiliar words by using the context 	 Explain the meaning of key vocabulary within the context of the text Analyse and evaluate texts looking at language, structure and presentation Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes Analyse and evaluate how specific information is organised within a non- fiction text e.g. text boxes, sub-headings, 	 Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech Discuss and evaluate how authors use language including figurative language, considering the impact on the reader Explore, recognise and use the terms metaphor, simile, imagery 	 Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives) Recognise authors' techniques to influence and manipulate the reader Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story Identify how language, structure

			•	contents, bullet points, glossary, diagrams Explain how paragraphs are used to order or build up ideas, and how they are linked	•	Explain the effect on the reader of the authors' choice of language	•	and presentation contribute to meaning e.g. persuasive leaflet, balanced argument Discuss and evaluate how authors use language including figurative language, considering the impact on the reader Explore, recognise and use the terms metaphor, simile, imagery Explain the effect on the reader of the authors' choice of language
Librarian (compare)	 Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry Retell a wider range of stories, fairy tales and traditional tales Read a range of non- fiction texts including information, explanations, instructions, recounts, reports Make personal reading choices and explain reasons for choice 	 Listen to and discuss a range of fiction, poetry, plays, non-fiction Regularly listen to whole novels read aloud by the teacher Read a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion Recognise some different forms of poetry e.g. narrative, free verse Read books and texts for a range of purposes e.g. enjoyment, research, 	•	Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts Regularly listen to whole novels read aloud by the teacher Analyse different forms of poetry e.g. haiku, limericks, kennings Read books and texts for a range of purposes and responding in a variety of ways	•	Listen to and discuss a range of fiction, poetry, plays and nonfiction which they might not choose to read themselves Regularly listen to whole novels read aloud by the teacher from an increasing range of authors Explore themes within and across texts e.g. loss, heroism, friendship Analyse the conventions of	•	Understand underlying themes, causes and consequences within whole texts Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non- fiction. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Recognise themes within and across

 Participate in discussion about what is read to them, taking turns and listening to what others say Make contributions in whole class and group discussion Listen and respond to contributions from others Give opinions and support with reasons e.g. Was Goldilocks a good or bad character? Consider other points of view 	 skills development, reference Retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales, Rudyard Kipling Just So Stories Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say 	 Analyse and compare a range of plot structures Retell a range of stories, including less familiar fairy stories, myths and legends Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals Learn a range of poems by heart and rehearse for performance Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say 	 different types of writing e.g. use of first person in autobiographies and diaries Recommend books to their peers with reasons for choices Read books and texts that are structured in different ways for a range of purposes Express preferences about a wider range of books including modern fiction, traditional stories and myths and legends Learn a wider range of poems by heart Participate in discussions about books that are read to them and those they can read for themselves, build on their own and others ideas and challenge views 	 texts e.g. hope, peace, fortune, survival Make comparisons within and across texts e.g. similar events in different books, such as being an evacuee in Carrie's War and Goodnight Mr Tom Compare texts written in different periods Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story Recommend books to their peers with detailed reasons for their opinions Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions Learn a wider range of poems by heart Distinguish between statements of fact or opinion across a range
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						of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook Participate in discussions about books build on their own and others' ideas and challenge views
repair lear appurection appure	 ntinue to build up a ertoire of poems rened by heart, preciating these and iting some with propriate intonation to ke the meaning clear. eak audibly and fluently h an increasing mmand of Standard glish. ticipate in discussions, sentations, formances, roleplay/im visations and debates. speak confidently hin a group of peers so t their message is clear. practise and rehearse ding sentences and ries aloud. take on a different role drama or role play l discuss the racter's feelings. 	similar themes. Prepare and perform poems and playscripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences.	•	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. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.	 To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. 	 To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication

	 To recognise that sometimes speakers talk differently and discuss reasons why this might happen. 	phrases to indicate a person's emotions.	 To discuss the language choices of other speakers and how this may vary in different situations. 		
Spoken language	 To listen carefully and respond appropriately to what has been said, e.g., make a helpful contribution when speaking in a small reading group. To understand instructions with more than one point in many situations. To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so. To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard To give enough detail to hold the interest of others in a discussion. To engage in meaningful discussions that relate to different topic areas. 	 To listen carefully in a range of different contexts. To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance. To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning. To organise what they want to say so that it has a clear purpose. To engage in discussions, making relevant questions. To take account of the viewpoints of others 	 To listen carefully in a range of different contexts and respond appropriately to adults and peers. To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions. To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information. To engage in discussions, making relevant points and ask for specific additional 	 that are responsive to others' ideas and views. To follow complex directions/multi- step instructions without the need for repetition. To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant 	 To make improvements based on constructive feedback on their listening skills. To follow complex directions/multi-step instructions without the need for repetition. To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations. To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To use spoken language to develop understanding through speculating, hypothesising,

To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	 information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. 	 imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus. To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To offer an alternative explanation when other participant(s) do not understand.
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