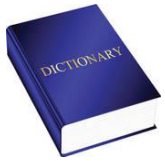
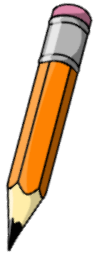
Progression of Reading Skills across Sun Hill Junior School

	Year 2	Year 3	Year 4	Year 5	Year 6
Translator (vocabulary) 	• 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.g. -ant, -ance, -ancy, □ -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.g. –cious, -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,

			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.	stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	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
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 information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams	• Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images • Locate information using skimming, scanning and text marking • Use features to locate information e.g. contents, indices and subheadings • Navigate texts to locate and retrieve information in print and on screen	• 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. (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	• 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 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 because…1/2/3 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

					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
Performer 	• Continue to build up a repertoire of poems learned by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, roleplay/improvisations and debates. • To speak confidently within a group of peers so that their message is clear. • To practise and rehearse reading sentences and stories aloud. • To take on a different role in a drama or role play and discuss the character's feelings.	• Compare poems with 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 participate in role play tasks, showing an understanding of character by choosing appropriate words and	• 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 points or asking relevant questions to show they have followed a conversation. • 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	• To listen carefully, making timely contributions and asking questions 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 details to support their opinions and	• 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.	when participating in discussions.	information or viewpoints from other participants. • To begin to challenge opinions with respect. • To engage in meaningful discussions in all areas of the curriculum.	adding humour where appropriate. • To engage in longer and sustained discussions about a range of topics. • 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.