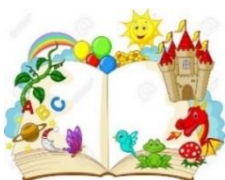


Reading Curriculum Progression of Skills and Knowledge



At Westfields Junior School, our intention is that all children leave with the ability to read fluently and for understanding. Reading widely and often is at the heart of our curriculum, opening doors to a range of authors, genres and cultures, which allows children to develop their own preferences. Through our well-designed Literature Spine, through thoughtful curriculum links and using our well-resourced library and our ever knowledgeable and skilled librarian, a wealth of literature is explored, discussed and enjoyed, providing children with knowledge beyond their own life, time, place and culture. It also provides vocabulary acquisition and a love of reading appropriate for their ability and age. When children's word reading is not yet proficient, targeted support ensures that gaps are addressed quickly and effectively. Through CPD, workshops and guidance for parents, we equip all stakeholders with the necessary skills to ensure children leave our school with the skills and knowledge required to succeed in all areas of learning.

The National Curriculum for English Years 3 - 6

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading Curriculum Progression

	Year 3	Year 4	Year 5	Year 6
Clarify	<ul style="list-style-type: none"> • Ask questions to improve my understanding of a text. • Check that a text makes sense to me by discussing my understanding and explaining the meaning of words in context. • Use a range of strategies appropriately to establish meaning in books that can be read independently. • Use dictionaries to check the meaning of words that I have read. 	<ul style="list-style-type: none"> • Ask questions to improve my understanding of a text. • Check that a text makes sense to me, discussing my understanding and explaining the meaning of words in context. • Use dictionaries to check the meaning of words that I have read. 	<ul style="list-style-type: none"> • Ask questions to improve my understanding. • Discuss my understanding of what I have read, through presentations and debates. 	<ul style="list-style-type: none"> • Ask questions to improve my understanding. • Check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. • Explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Inference	<ul style="list-style-type: none"> • Draw inferences (such as inferring characters' feelings, thoughts and motives from their actions). • Draw plausible inferences, often supported through reference to the text. • Justify inferences with evidence. • Predict what might happen from details stated and implied. 	<ul style="list-style-type: none"> • Draw inferences (such as inferring characters' feelings, thoughts and motives from my actions) and justifying inferences with evidence. • Predict what might happen from details stated and implied. 	<ul style="list-style-type: none"> • Infer about characters' feelings, thoughts and motives and justify these with evidence. • Make links between the author's use of language and the inferences drawn. • Predict what might happen from details stated and implied by the author. 	<ul style="list-style-type: none"> • Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify these with evidence. • Predict what might happen from details stated and implied. • Refer to the text to support predictions and opinions (expanding responses to provide evidence and explanation).
Language for Effect	<ul style="list-style-type: none"> • Identify how language, structure, and presentation contribute to meaning. • Read aloud and perform my own writing, to a group or the whole class, showing an understanding of appropriate intonation, tone, volume and action. • Read aloud, recognising a range of punctuation. 	<ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning and affect the reader. • Identify specific techniques e.g. simile metaphor, repetition and exaggeration; explaining the effect as a reader. • Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. • Read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Discuss and evaluate the intended impact of the language used with reference to the text. • Identify how language, structure and presentation contribute to meaning. • Perform my writing using appropriate intonation, volume and movement so that meaning is clear. • Prepare poems and plays to read aloud and to perform. 	<ul style="list-style-type: none"> • Evaluate how authors use language including figurative language, considering the impact on the reader. • Explore a similar theme or topic written in a different genre. • Identify how language, structure and presentation contribute to meaning. • Perform my own compositions, using appropriate intonation, volume and movement so that meaning is clear. • Prepare 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.
Monitor and Summarise	<ul style="list-style-type: none"> • Show an understanding of the main points drawn from more than one paragraph. • Understand and notice that paragraphs are used to group similar information or ideas. 	<ul style="list-style-type: none"> • Identify the main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> • Check that a book makes sense to me, discussing my understanding and exploring the meaning of words in context. • Distinguish between statements of fact and opinion and understand why this is important to interpreting the text. • Summarise the main ideas drawn from more than 1 	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion and recognise them in the language used by the authors to influence readers. • Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support these.

			paragraph, identifying key details that support these.	
Respond and Explain	<ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination. • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Use specific vocabulary and ideas expressed in the text to support my views. 	<ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination. • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Use specific vocabulary and ideas expressed in the text to support my explanations. 	<ul style="list-style-type: none"> • Identify and explain the author's point of view with reference to the text. • Make comparisons within and across books. • Participate in discussions about books building on others' ideas and my own and challenging views courteously. • Provide reasoned justifications for my views. • Recommend books that I have read to my peers, giving reasons for my choices. 	<ul style="list-style-type: none"> • Make comparisons within and across books. • Participate in discussions about books that are read to me and those I read for myself, building on my own and others' ideas and challenging views courteously. • Provide reasoned justifications for their views.
Select and Retrieve	<ul style="list-style-type: none"> • Locate information using skimming, scanning and text marking. • Retrieve and record information from fiction and non-fiction. 	<ul style="list-style-type: none"> • Extract relevant information and make notes using quotation and reference to the text. • Retrieve and record information from fiction and non-fiction. 	<ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction. • Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen. 	<ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction. • Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using my own words.
Themes and Conventions	<ul style="list-style-type: none"> • Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Identify and name presentational devices in non-fiction. • Identify themes and conventions in a wide range of books. • Read books that are structured in different ways and show awareness of the various purposes of reading. 	<ul style="list-style-type: none"> • Identify how a range of structural features guide the reader in non-fiction. • Identify themes and conventions in a wide range of books. • Make links between texts and to the wider world. • Recognise some different forms of poetry (for example: free verse, narrative poetry, limerick). 	<ul style="list-style-type: none"> • Discuss and evaluate authors use language, including figurative language, considering the impact on the reader. • Identify and discuss themes and conventions in and across a wide range of writing. • Identify how presentational and organisational features vary according to the form and purpose of the writing. • Read books that are structured in different ways and for a range of purposes. 	<ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Evaluate how successfully the organisation of a text supports the writer's purpose. • Identify and comment on genre-specific language features used e.g. shades of meaning between similar words. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Read books that are structured in different ways and reading for a range of purposes.

				<ul style="list-style-type: none"> Recognise texts that contain features from more than one genre, or demonstrate shifts in formality.
Word Reading	<ul style="list-style-type: none"> Apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet. Read fluently, decoding unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Sight read at least 50% of the Year 3/4 word list. 	<ul style="list-style-type: none"> Apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet. Read accurately and fluently, applying a range of strategies and demonstrating stamina (reading for a sustained period of time). Read further exception words, noting the differences between spelling and sound, and where these occur in the word. Sight read the Year 3/4 word list. 	<ul style="list-style-type: none"> Apply my growing knowledge of words, to understand the meaning of new words that I meet. Sight read at least 50% of the Year 5/6 word list. 	<ul style="list-style-type: none"> Apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that I meet. Sight read the Year 5/6 word list.