

Sir John Sherbrooke Reading Progression Map

	Y3	Y4	Y5	Y6
Decoding and Phonics	- o Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). - o Apply their growing knowledge of root words prefixes and suffixes including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto - to read aloud and understand the meaning of new words that they meet. - o To begin to read year 3/4 common exception words, noting the correspondences between spelling and sound and where these occur within the word.	- o To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. - o Apply their knowledge of root words prefixes, suffixes including: 'in-', 'il-', 'im-' 'ir-' 'anti-' 'inter-'ing', 'en', 'er', 'ed' ation 'ous' and endings that sound like /ʒən/ spelt 'sion' - to read aloud and to understand the meanings of new words that they meet. - o To read aloud the year 3/4 common exception words fluently noting the correspondences between spelling and sound and where these occur within the word.	- o To read most words fluently and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. - o 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. - o To begin to read the year 5/6 common exception words noting the correspondences between spelling and sound and where these occur within the word.	- o To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes and word endings including: The /ʃəl/ sound, words ending 'tial' and 'cial' '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. - o To read aloud the year 5/6 common exception words fluently noting the correspondences between spelling and sound and where these occur within the word.
Reading for pleasure	Develop a positive attitude and a pleasure for reading by: - o Reading independently an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - o Reading books that are structured in different ways	Develop a positive attitude and a pleasure for reading by: - o Reading independently a range of fiction, poetry, plays, non-fiction and reference books or textbooks. - o Reading books that are structured in different ways and reading for a range of purposes	Develop a positive attitude and a pleasure for reading by: o Reading independently, and increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary	Develop a positive attitude and a pleasure for reading by: o Reading independently a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other

Vocabulary	Develop vocabulary by: - o Beginning to use a junior dictionary to check the meaning of words. - o Discussing and clarifying the meanings of words, linking new meanings to known vocabulary - o Identifying specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them - o Recognising some different forms of poetry [for example, free verse, narrative poetry]	Develop vocabulary by: - o Using a dictionary with increasing accuracy to check the meaning of words. - o Discussing words and phrases that capture the reader's interest and imagination - o Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them - o Recognising some different forms of poetry [for example, free verse, narrative poetry]	Develop vocabulary by: - o Using a dictionary accurately and to check the meaning of words. - o Begin to keep a record of favourite words and phrases from books that have read as part of shared reading and books they have read independently.	Develop vocabulary by: - o Using a dictionary to check the meaning of words. - o Record words and phrases from books that have read as part of shared reading and books they have read independently to use in their writing.
Inference	Make inferences about books that they have read as part of shared reading and books they have read independently by: - o Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence. - o Discussing the actions of characters	Make inferences about books that they have read as part of shared reading and books they have read independently by: - o Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - o Make, predominantly, correct inferences	Make inferences about books that they have read as part of shared reading and books they have read independently by: - o Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - o Infer meaning using evidence from the text and their wider experiences	Make inferences about books that they have read as part of shared reading and books they have read independently by: - o Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - o Infer meaning drawing upon evidence from across the text and their wider experiences

Prediction	Predict what might happen from details stated and implied by: - o Identifying how language, structure, and presentation contribute to meaning - o Identifying specific language which contributes to the development of meaning	Predict what might happen from details stated and implied by: - o Identifying how language, structure, and presentation contribute to meaning - o Identifying specific language which contributes to the development of meaning	Predict what might happen from details stated and implied by: - o Identifying how language, structure, and presentation contribute to meaning - o Identifying specific language which contributes to the development of meaning - o Infer meaning drawing upon evidence from across the text and wider experiences	Predict what might happen from details stated and implied by: - o Identifying how language, structure, and presentation contribute to meaning - o Identifying specific language which contributes to the development of meaning - o Infer meaning drawing upon evidence from across the text and wider experiences - o weigh up probability, and make a sensible prediction of the next outcome.
Discussing reading	Explain their understanding of books that are read to them and books that they read independently by: - o Taking turns and listening to what others say - o Discussing words and phrases that capture their interest and imagination - o Identifying and discussing how language and structure contribute to meaning	Explain their understanding of books that are read to them and books that they read independently by: - o Taking turns and listening to what others say - o Discussing words and phrases that capture their interest and imagination - o Identifying and discussing how language, structure, and presentation contribute to meaning	Explain their understanding of books that are read to them and books that they read independently by: - o Identifying how language, structure and presentation contribute to meaning - o Identifying and explaining the author's point of view, referring to the text. - o Using technical terms, e.g. symbol, imagery, analogy and identifying the effects these have on the reader. - o Beginning to explain and discuss their understanding of what they have read, including through formal	Explain their understanding of books that are read to them and books that they read independently by: - o Identifying how language, structure and presentation contribute to meaning - o Identifying and explaining the author's point of view, referring to the text. - o Using technical terms, e.g. symbol, imagery, analogy and identifying the effects these have on the reader. - o Explaining and discussing their understanding of what they have read, including through formal

			debates, maintaining a focus on the topic and using notes.	presentations and debates, maintaining a focus on the topic and using notes where necessary o Providing reasoned justifications for their views
Retrieve	- o Use features to locate and retrieve information, e.g. contents; indices; subheadings and begin to recognise fact and opinion - o Retrieve information from a range of books, including books for information, Non-fiction books, novels and poetry books. - o Locate and retrieve information using skimming, scanning and text marking	- o Extract information from age-appropriate texts and make notes using quotation and reference to the text - o Recognise fact and opinion	o Record and present information from non-fiction	o Retrieve, record and present information from non-fiction
Summarise	- o Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text - o Begin to discuss how language, structure and presentation help the reader to understand the text	o Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text	o Summarise main ideas in a series of sentences from more than one place within an age-appropriate text using own words and key vocabulary from	o Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources