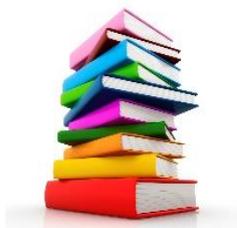




Greenleys Junior School Whole School Reading Progression Map



The GJS whole school reading progression map below links the national curriculum objectives for years 3/4 and 5/6 to the GJS reading comprehension (RCs) areas used across the school. These are sat between the national curriculum objectives for years 2 and 7 to support staff in understanding how these skills are built upon and where the pupils will be progressing to.

On each page you will see that the GJS reading comprehension areas have been linked against the relevant national curriculum objectives for their year group. This is followed by a table which sets out the age related expectation of progress for each year group. The progression between each year group is designed to build upon the pupil's knowledge and understanding from the previous year and develops with increasing challenge as it moves through the school. Each term a range of RCs will be covered and recorded on the GJS Reading Curriculum Map, which is monitored by the reading lead, to ensure that all of the national curriculum objectives for word reading and comprehension will be covered and revised by the end of the academic year for each year group.



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Year 2 National Curriculum Objectives:

Reading

- En2/2.1 Word Reading
- En2/2.1a continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- En2/2.1b read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- En2/2.1c read accurately words of two or more syllables that contain the same graphemes as above
- En2/2.1d read words containing common suffixes
- En2/2.1e read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
- En2/2.1f read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- En2/2.1g read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- En2/2.1h reread these books to build up their fluency and confidence in word reading.

Comprehension

- En2/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
- En2/2.2b continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by
- drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- En2/2.2c participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- En2/2.2d explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

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Word Reading

National Curriculum Objectives links:

Year 3 & 4:

- 2.1a apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- 2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Year 5 & 6:

- 2.1a apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.

	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>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.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

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Common Exception Words	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.



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Comprehension

RC1: Listen to, read and discuss different authors across all genres and make comparisons between them.

National Curriculum Objectives links:

Year 3 & 4:

- 2.2ai) listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- 2.2a iv) increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- 2.2d) 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.

Year 5 & 6:

- 2.2ai) continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- 2.2aiii) 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.
- 2.2a vi) making comparisons within and across books.
- 2.2f) participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Year 3	Year 4	Year 5	Year 6
To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

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RC2: Retrieve and record information from fiction and non-fiction.

National Curriculum Objectives links:

Year 3 & 4:

2.2c) retrieve, record and present information from non-fiction.

Year 5 & 6:

2.2e) retrieve, record and present information from non-fiction.

Year 3	Year 4	Year 5	Year 6
To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from fiction and non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

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RC3: Infer, deduce and predict a character's feelings, thoughts and motives with evidence from the text.

National Curriculum Objectives links:

Year 3 & 4:

- 2.2b iii) drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- 2.2b iv) predicting what might happen from details stated and implied.

Year 5 & 6:

- 2.2b iii) drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- 2.2b iv) predicting what might happen from details stated and implied.

Year 3	Year 4	Year 5	Year 6
To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

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RC4: Read books in all formats and comment on the different structures or features and make positive recommendations.

National Curriculum Objectives links:

Year 3 & 4:

2.2a) reading books that are structured in different ways and reading for a range of purposes.

Year 5 & 6:

2.2a) reading books that are structured in different ways and reading for a range of purposes.

2.2a) recommending books that they have read to their peers, giving reasons for their choices.

Year 3	Year 4	Year 5	Year 6
To recognise some simple organisational features within the text.	To identify how language, structure and presentation contribute to meaning.	To identify how language, structure and presentation contribute to meaning. To recommend texts to peers based on personal choice.	To comment on the structural choices of the text, showing a secure awareness of the author's writing using supporting evidence. To recommend texts based on his/her likes or dislikes of the book and to provide clear and concise reasons for these views.

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RC5: Consider and question how the words, phrases and structure of writing contributes to its meaning

and whether it makes sense.

National Curriculum Objectives links:

Year 3 & 4:

- 2.2a iii) using dictionaries to check the meaning of words that they have read.
- 2.2a vii) discussing words and phrases that capture the reader's interest and imagination.
- 2.2b i) checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- 2.2b ii) asking questions to improve their understanding of a text.
- 2.2b vi) identifying how language, structure and presentation contribute to meaning.

Year 5 & 6:

- 2.2b i) checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- 2.2b ii) asking questions to improve their understanding.
- 2.2b vi) identifying how language, structure and presentation contribute to meaning.
- 2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Year 3	Year 4	Year 5	Year 6
To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	To discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

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RC6: Explain your views, on a book's themes and organisation, with reasons and evidence from the text.

National Curriculum Objectives links:

Year 3 & 4:

2.2a v) identifying themes and conventions in a wide range of books.

Year 5 & 6:

2.2a v) identifying and discussing themes and conventions in and across a wide range of writing.

2.2h) provide reasoned justifications for their views.

Year 3	Year 4	Year 5	Year 6
To identify themes and conventions in a wide range of books.	To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	To recognise themes and conventions in a wide range of books and provide reasoned justifications for their views.	To recognise more complex themes in what they read (such as loss or heroism). Draw on evidence from the text to provide reasoned justifications for their views.

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RC7: Discuss and explain your opinions of books through debates and presentations, using notes and taking turns.

National Curriculum Objectives links:

Year 3 & 4:

- There is not a National Curriculum Objective in this area for Years 3 and 4.

Year 5 & 6:

2.2g) explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Year 3	Year 4	Year 5	Year 6
To discuss their understanding of a text.	To discuss their understanding of a text with simple forms of explanation.	To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

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RC8: Identify and summarise main ideas of all writing.

National Curriculum Objectives links:

Year 3 & 4:

2.2b v) identifying main ideas drawn from more than 1 paragraph and summarising these.

Year 5 & 6:

2.2b v) summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

Year 3	Year 4	Year 5	Year 6
To show some awareness of the main ideas from more than one paragraph and summarise these.	To show an awareness of the main ideas within the text supported by simple references to the text.	To identify the main ideas drawn from more than one paragraph and to summarise these, drawing on key details within the text.	To draw out key information and to summarise the main ideas from more than one paragraph in a text, using supporting evidence.

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RC9: Recognise, discuss and compare all forms of poetry.

National Curriculum Objectives links:

Year 3 & 4:

2.2a viii) recognising some different forms of poetry.

Year 5 & 6:

2.2a ii) reading books that are structured in different ways and reading for a range of purposes.

Year 3	Year 4	Year 5	Year 6
To identify features in different forms of poetry.	To recognise and discuss some different forms of poetry by naming them and begin to make some simple comments on their purpose and structure.	To recognise and discuss a range of poetry with some explanations on the purpose of the text and how the author's language choices supports this, contributes to its meaning and the effect on the reader.	To make critical comparisons across all forms of poetry with clear and supported explanations on the purpose of the text and how the author's language choices supports this, contribute to its meaning and the effect on the reader.

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RC10: Prepare, learn and perform poems to an audience and retell stories orally.

National Curriculum Objectives links:

Year 3 & 4:

2.2a vi) preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 5 & 6:

2.2a vii) learning a wider range of poetry by heart.

2.2a viii) 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.

Year 3	Year 4	Year 5	Year 6
To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.	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 prepare and perform texts, continually showing an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

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RC11: Distinguish between fact and opinion.

National Curriculum Objectives links:

Year 3 & 4:

- There is not a National Curriculum Objective in this area for Years 3 and 4.
-

Year 5 & 6:

2.2d) distinguish between statements of fact and opinion.

Year 3	Year 4	Year 5	Year 6
To begin identifying the key facts within a text and who these to make simple comments about his / her likes and dislikes of the text.	To begin identifying the key facts within a text and who these to make simple comments about his / her likes and dislikes of the text.	To identify and distinguish between facts and opinions providing some reasoned explanations and quotes as evidence across a range of text types although these may not be clearly linked.	To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

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Key stages 3 – (Year 7)

Reading

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
- reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literature
- choosing and reading books independently for challenge, interest and enjoyment
- rereading books encountered earlier to increase familiarity with them and provide a basis for making comparisons
- understand increasingly challenging texts through:
- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense
- read critically through:
- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least 2 authors in depth each year

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