



Totternhoe CE Academy – Reading Curriculum Progression



Year 1 - Reading

	<u>Emerging</u>	<u>Expected</u>	<u>Exceeding</u>
<u>Spoken Word</u>		<p>Listens to and discuss a wide range of poems, stories and non-fiction at a level that they can read independently.</p> <p>Discuss the significance of the title and events.</p> <p>Discuss the significance of the title and events.</p> <p>Recite some poems and rhymes by heart.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Discusses what they have written with the teacher or other pupils.</p> <p>Reads aloud their writing clearly enough to be heard by the group and the teacher.</p>	<p>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Discuss their favourite words and phrases.</p> <p>Answers and ask questions.</p> <p>Participate in discussions about books, poems and other works that are read to them and those that can be read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that are read for themselves.</p> <p>Develop positive attitudes towards stamina for writing by planning or saying out loud what they are going to write about.</p>



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<p><u>Word Reading</u></p>		<p>Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Reads other words of more than one syllable that contain taught GPCs. Reads words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s). Accurately read aloud books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words. Re-read phonically decodable books to build up fluency and confidence in word reading.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Accurately read words of two or more syllables that contain graphemes taught so far. Read words containing common suffixes. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to them improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</p>
<p><u>Comprehension</u></p>		<p>Listens to and discuss a wide range of poems, stories and non-fiction at a level that they can read independently. Be encouraged to link what is read or heard read to their own experiences. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>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.</p>



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		<p>Learn to appreciate rhymes and poems, and to recite some by heart. Discuss word meanings, linking new meanings to those already known. Draw on what is already known or on background information and vocabulary provided by the teacher. Check that the text makes sense as they read and correct inaccurate reading. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p>	<p>Become increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading. Make inferences on the basis of what is being said and done. Answer and ask questions. Predict what might happen on the basis of what has been read so far. Participate in discussions 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. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
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Year 2 - Reading

<u>Spoken Word</u>	<p>Listen to and discuss a wide range of poems, stories and non-fiction. Discusses the significance of the title and events. Recite some poems and rhymes by heart.</p>	<p>Listens to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction that they can read independently.</p>	<p>Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Prepare poems and play scripts to read aloud and to perform, showing basic</p>
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	<p>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them. Say out loud what they are going to write about. Compose a sentence orally before writing it. Discusses what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by the group and the teacher.</p>	<p>Discuss the sequence of events in books and how items of information are related. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Discuss their favourite words and phrases. Answer and ask questions. Participate in discussions about books, poems and other works that are read to them and those that can be read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that are read for themselves. Develop positive attitudes in terms of stamina for writing by planning or saying out loud what they are going to write about.</p>	<p>understanding through intonation, tone, volume and action. Discuss words and phrases that capture the readers interest and imagination. Ask questions to improve their understanding of a text. Participate in discussion about both books that are read to them and those that can be read for themselves, taking turns and listening to what others say. Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures. Read aloud their own writing using appropriate intonation, controlling the tone and volume so that the meaning is clear.</p>
<p><u>Word Reading</u></p>	<p>Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p>	<p>Continue to apply phonic knowledge and skill as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain graphemes taught so far. Read words containing common suffixes. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly. Read further common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>



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	<p>Read other words of more than one syllable that contain taught GPCs. Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words. Re-read phonically decodable books to build up fluency and confidence in word reading.</p>	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Reads aloud books closely matched to them improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-reads books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</p>	
<p><u>Comprehension</u></p>	<p>Develop pleasure in reading, motivation to read and understand. Listen to and discuss a wide range of poems, stories and non-fiction. Be encouraged to link what is read or read to them, becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Learn to appreciate rhymes and poems, and to recite some by heart. Discuss word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to. Draw on what is already known or on background information and vocabulary provided by the teacher. Check that the text makes sense as they read and correct inaccurate reading, discussing the significance of the title and events. Make inferences on the basis of what is being said and done.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level which they can read independently. Discuss the sequence of events in books and how items of information are related. Become increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry. Discuss and clarify the meanings of words, linking new meanings to known vocabulary and discussing their favourite words and phrases. Continue 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.</p>	<p>Maintains positive attitudes to reading and understanding of what their reads by: listening to and discussing a wide range of fiction, poetry, plays and non-fiction reading books that are structured in different ways Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identifying themes in books. Reading aloud poems and perform play scripts. Discuss words that capture the readers interest and imagination. Understand what they read by: Checking that the text makes sense to them, discussing their understanding of words asking questions to improve their understanding of a text. Drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated.</p>



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	<p>Predict what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading. Make inferences on the basis of what is being said and done. Answer and ask questions predicting what might happen on the basis of what has been read so far. 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. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Identifying main ideas drawn from within one paragraph and summarise these identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech. Retrieve and record information from non-fiction. Participate in reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
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Year 3 - Reading

<p><u>Spoken Word</u></p>	<p>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories. Discuss the sequence of events in books and how items of information are related. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Discuss their favourite words and phrases. Answer and ask questions. Participate in discussion about books, poems and other works that are read to them and those that can be read for themselves, taking turns and listening to what others say.</p>	<p>Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action. Discuss words and phrases that capture the readers interest and imagination. Ask questions to improve their understanding of a text. Participate in discussion about both books that are read to them and those that can be read for themselves, taking turns and listening to what others say. Compose and rehearse sentences orally (including dialogue), progressively building</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and increasingly complex phrases that capture the readers interest and imagination. Ask reasoned questions to improve their understanding of a text. Participate in considered discussion about both books that are read to them and those that can be read for themselves, taking turns and listening to what others say.</p>
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	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that are read for themselves.</p> <p>Develop positive attitudes towards stamina for writing by planning or saying out loud what they are going to write about.</p>	<p>a varied vocabulary and an increasing range of sentence structures.</p> <p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<u>Word Reading</u>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far.</p> <p>Read words containing common suffixes.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet, to include: dis-, mis-, in-, il-, im-, ir-, -ly.</p> <p>Read further common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous.</p> <p>Read and decode further common exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>
<u>Comprehension</u>	<p>Develop pleasure in reading, motivation to read and understand.</p>	<p>Maintain positive attitudes to reading and understanding of what they read.</p>	<p>Maintain positive attitudes to reading and understanding of what they read.</p>



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	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction.</p> <p>Discuss 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.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary discussing their favourite words and phrases</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>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.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays and non-fiction reading books that are structured in different ways.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally, identifying themes in books.</p> <p>Read aloud poems and perform play scripts.</p> <p>Discuss words that capture the readers interest and imagination.</p> <p>Understand what they read by checking that the text makes sense to them, discussing their understanding of words.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen next from details stated.</p> <p>Identify the main ideas drawn from within one paragraph and summarise these.</p> <p>Identify how language, structure, and presentation contribute to meaning including, paragraphs, headings, sub-headings and inverted commas to punctuate speech.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Read a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Discuss words and phrases that capture the readers interest and imagination.</p> <p>Recognise some different forms of poetry e.g. free verse, narrative poetry.</p> <p>Understand what they read.</p> <p>Check that the text makes sense to them.</p> <p>Discuss their understanding.</p> <p>Explain the meaning of words in context, asking questions to improve them.</p> <p>Understand texts with increasing complexity.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these identifying how language, structure, and presentation contribute to meaning including: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession and fronted adverbials.</p> <p>Retrieve and record information from non-fiction over a wide range of subjects.</p> <p>Participate in clear, reasoned discussion about books, poems and other material that</p>
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	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.		are read to them and those they can read for themselves, taking turns and listening to what others say.
<u>Year 4 - Reading</u>			
<u>Spoken Word</u>	<p>Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the readers interest and imagination.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Participate in discussion about both books that are read to them and those that can be read for themselves, taking turns and listening to what others say.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures.</p> <p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and increasingly complex phrases that capture the readers interest and imagination.</p> <p>Ask reasoned questions to improve their understanding of a text.</p> <p>Participate in considered discussions about both books that are read to them and those that can be read for themselves, taking turns and listening to what others say.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Asks questions to improve their understanding.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others ideas and challenging views courteously.</p> <p>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.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that the meaning is clear.</p>
<u>Word Reading</u>	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words to include: dis-, mis-, in-, il-, im-, ir-, -ly.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words,	Read aloud and understand the meaning of new words that they meet, linked to the expectations of year 5 spelling.



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	<p>Read further common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>including: re-, sub-, inter-, super-, anti-, auto-, -ation, -ous.</p> <p>Read and decode further common exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	
<u>Comprehension</u>	<p>Maintain positive attitudes to reading and understanding of what they read.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays and non-fiction reading books that are structured in different ways.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes in books, reading aloud poems and perform play scripts.</p> <p>Discuss words that capture the readers interest and imagination.</p> <p>Understands what they read.</p> <p>Check that the text makes sense to them, discussing their understanding of words.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated.</p> <p>Identify main ideas drawn from within one paragraph and summarise these.</p> <p>Identify how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-</p>	<p>Maintain positive attitudes to reading and understanding of what they read.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Read a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Discuss words and phrases that capture the readers interest and imagination.</p> <p>Recognise some different forms of poetry e.g. free verse, narrative poetry.</p> <p>Understand what they have read.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of text with increasing complexity.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Maintain positive attitudes to reading and understanding of what they have read.</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Increase 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.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in writing.</p> <p>Make comparisons within a book.</p> <p>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.</p> <p>Understand what they read.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve their understanding of complex texts.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>



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	<p>headings and inverted commas to punctuate speech. Retrieve and record information from non-fiction. Participate in reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Identify how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession and fronted adverbials. Retrieve and record information from non-fiction over a wide range of subjects. Participate in clear reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Predict what might happen from details stated and implied in increasingly complex texts. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction texts.</p>
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Year 5 - Reading

Spoken Word	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and increasingly complex phrases that capture the readers interest and imagination. Ask reasoned questions to improve their understanding of a text. Participate in considered discussion about both books that are read to them and those that can be read for themselves, taking turns and listening to what others say. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Read aloud their own writing, to a group or the whole class, using appropriate</p>	<p>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Ask questions to improve their understanding. Identify and discuss themes and conventions in and across a wide range of writing. Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others ideas and challenge views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates,</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 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. Discuss and evaluate how authors use language, including complex figurative language and consider the impact on the reader. Ask specific reasoned questions to improve their understanding. Identify and discuss themes and conventions in and across a wide range of writing with reasoning. Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others ideas and challenging views courteously and with clear reasoning. Explain and discuss their understanding of what they have read, including through</p>
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	<p>intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>maintaining a focus on the topic and using notes where necessary. Perform their own compositions, using appropriate intonation, volume, and movement so that the meaning is clear.</p>	<p>formal presentations and debates in pairs, groups and as a class, maintaining a focus on the topic and using notes where necessary. Perform their own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.</p>
<u>Word Reading</u>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet, including: re-, sub-, inter-, super-, anti-, auto-, -ation, -ous. Read and decode further common exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Read aloud and understand the meaning of new words that they meet linked to the expectations of year 5 spelling.</p>	<p>Read aloud and understand the meaning of new words that they meet linked to the expectations of year 6 spelling.</p>
<u>Comprehension</u>	<p>Maintain positive attitudes to reading and understanding of what they read. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read for a range of purposes. Use dictionaries to check the meaning of words that they have read. Read a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Discuss words and phrases that capture the readers interest and imagination. Recognise some different forms of poetry e.g. free verse, narrative poetry. Understands what they have.</p>	<p>Maintain positive attitudes to reading and understanding of what they read. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase 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. Recommend books that they have read to their peers, giving reasons for their choices. Identify and discuss themes and conventions in writing. Make comparisons within a book. Prepare poems and plays to read aloud and to perform, showing understanding</p>	<p>Maintain positive attitudes to reading and understanding of what they read. Read books that are structured in different ways and read for a range of purposes. Increase their familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions. Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Learn a wider range of poetry by heart. Understand what they read. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning.</p>



Totterhoe CE Academy – Reading Curriculum Progression



	<p>Check that the text makes sense to them. Discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of text with increasing complexity. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence clearly taken from the text. Predict what might happen from details stated and implied. Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession and fronted adverbials. Retrieve and record information from non-fiction over a wide range of subjects. Participate in clear, reasoned discussion about books, poems and other material that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>through intonation, tone and volume so that the meaning is clear to an audience. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding of complex texts. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied in increasingly complex texts. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Maintain focus on the topic and use notes where necessary.</p>
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Year 6 - Reading

<u>Spoken Word</u>	<p>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 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.</p>	<p>Use Standard English confidently in a range of formal and informal contexts, including classroom discussion. Give short speeches and presentations, expressing their own ideas and keeping to the point. Participate in formal debates and structured discussions, summarising and/or building on what has been said.</p>
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Totterhoe CE Academy – Reading Curriculum Progression



	<p>Ask questions to improve their understanding.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>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.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that the meaning is clear.</p>	<p>Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.</p> <p>Ask specific reasoned questions to improve their understanding.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing with reasoning.</p> <p>Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenge views courteously and with clear reasoning.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary.</p> <p>Perform their own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.</p>	<p>Improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>
<u>Word Reading</u>	<p>Read aloud and understand the meaning of new words that they meets linked to the expectations of year 5 spelling.</p>	<p>Reads aloud and understands the meaning of new words that their meets linked to the expectations of year 6 spelling</p>	
<u>Comprehension</u>	<p>Maintain positive attitudes to reading and understanding of what they have read.</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction</p>	<p>Maintain positive attitudes to reading and understanding of what they have read.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Increase their familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.</p>	<p>Read 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.</p> <p>Read high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama.</p> <p>Read high-quality works from Shakespeare.</p>



Totternhoe CE Academy – Reading Curriculum Progression



	<p>from our literary heritage, and books from other cultures and traditions. Recommend books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in writing. Make comparisons within a book. 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. Understand what they have read. Check that the book makes sense to them. Discuss their understanding and explore the meaning of words in context. Ask questions to improve them. Understand complex texts by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied in increasingly complex texts. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.</p>	<p>Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books, learning a wider range of poetry by heart. Understand what they have read. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 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.</p>	<p>Read high-quality works from seminal world literature. Choose and read books independently for challenge, interest and enjoyment. Re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons. Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. Make inferences and refer to evidence in the text. Know the purpose, audience for and context of writing and draw on this knowledge to support comprehension. Check their understanding to make sure that what they have read makes sense. Read critically. Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features and present meaning. Recognise a range of poetic conventions and understand how these have been used. Study setting, plot, and characterisation, and the effects of these. Understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. Make critical comparisons across texts. Study a range of authors.</p>
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