

English Curriculum progression and end points - Reading

	Year 3 skills	Year 4 Skills	Year 5 skills	Year 6 Skills
Word reading				
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-</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</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</p> <p>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</p> <p>To read aloud fluently</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings</p> <p>To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Common exception words	To begin to read Y3/Y4 exception words **	<p>To read all Y3/Y4 exception words **</p> <p>To discuss the unusual correspondences between spellings and sounds and these occur in the word</p>	<p>To read most Y5/ Y6 exception words **</p> <p>To discuss the unusual correspondences between spellings and sounds and where these occur in the word</p>	To continue to use strategies taught to make relationships between words to read unknown vocabulary

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Comprehension				
Comparing, contrasting and commenting	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To use appropriate terminology when discussing texts (plot, character, setting)</p>	<p>To discuss and compare texts from a wide variety of genres and writers</p> <p>To read for a range of purposes</p> <p>To identify themes and conventions in a wide range of books</p> <p>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)</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To identify main ideas drawn from more than one paragraph and summarise these</p>	<p>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</p> <p>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</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these</p> <p>To recommend texts to peers based on personal choice</p>	<p>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</p> <p>To recognise more complex themes in what they read (such as loss or heroism)</p> <p>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</p> <p>To listen to guidance and feedback on the quality of their explanations and</p>

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				<p>contributions to discussions and to make improvements when participating in discussions</p> <p>To draw out key information and to summarise the main ideas in a text</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views</p> <p>To compare characters, settings and themes within a text and across more than one text</p>
Vocabulary	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	<p>Discuss vocabulary used to capture readers' interest and imagination</p> <p>To discuss words and phrases that capture the reader's interest and imagination</p>	<p>To discuss vocabulary used by the author to create effect including figurative language</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader</p>	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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				To discuss and evaluate how authors use language and how this can contribute to meaning
Inference	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives</p> <p>To draw inferences such as inferring characters' feeling from their actions</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text</p> <p>To discuss words and phrases that capture the readers' interest and imagination</p> <p>To identify how language, structure and presentation contributes to meaning</p>	<p>To draw inferences from characters' feelings, thoughts and motives</p> <p>To discuss and evaluate how authors use language to contribute to meaning</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters)</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p>
Prediction	To justify predictions using evidence from the text	To justify predictions from details stated and implied	To make predictions based on details stated and implied, justifying them in detail with evidence from the text	To continue to make predictions based on details stated and implied, justifying them in detail with evidence from the

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				text (using 'show not tell' sentences')
Explanation	<p>To justify answers using evidence from the text</p> <p>To explain how content is related and contributes to the meaning as a whole</p> <p>To explain how meaning is enhanced through choice of language</p> <p>To explain themes and patterns that develop across a text</p>	<p>To justify answers using a range of evidence from the text</p> <p>To explain how meaning is enhanced through languages, phrases and actions</p> <p>To explain how information contributes to the overall experience.</p>	<p>To explain how language structure and presentation contribute to meaning</p> <p>To explain how actions and descriptions can effect what might happen in a text</p>	<p>To continue to explain how language structure and presentation contribute to meaning</p> <p>To continue to explain how actions and descriptions can effect what might happen in a text</p>
Retrieval	<p>To ask questions to improve their understanding</p> <p>To retrieve, record and present information and explain the purpose</p>	<p>To ask challenging questions to improve their understanding</p> <p>To retrieve, record and present information and explain the purpose</p>	<p>To retrieve, record and present information from non-fiction</p> <p>To ask questions to improve my understanding and use evidence to support my answers</p>	<p>To retrieve, record and present information from non-fiction</p> <p>To ask questions to improve my understanding</p> <p>To answer a range of inference questions using evidence to support my answers</p>

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<p>Poetry and Performance</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry</p> <p>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</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect</p>
<p>Non-fiction</p>	<p>To retrieve and record information from non-fiction texts</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information</p> <p>To use dictionaries to check the meaning of words that they have read</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts</p>	<p>To retrieve, record and present information from non-fiction texts</p> <p>To use non-fiction materials for purposeful 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)</p>

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****Spelling lists**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf