Reading Progression at Settle Primary School

	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	*apply their phonic knowledge to decode quickly and accurately (may need support to read longer unknown words) *apply their growing phonic 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 *apply their growing phonic knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian to begin to read aloud *begin to read Y3/4 exception words	*read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill *apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently *read all Y3/4 exception words, discussing the unusual correspondences between spelling and where these occur in the word	*read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues *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 *read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word	*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
Fluency	*read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation *reread these books to build up fluency and confidence in word reading *read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts		*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	
Comparing, Contrasting and Commenting	*recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *use appropriate terminology when discussing texts (plot, character, setting)	*discuss and compare texts from a wide variety of genres and writers *read for a range of purposes *identify themes and conventions in a wide range of books *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)	*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 *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 *identify main ideas drawn from more than one paragraph and to summarise these *recommend texts to peers based on personal choice	*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 *recognise more complex themes in what they read (such as loss or heroism) *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 *listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions *draw out key information and to summarise the main ideas in a text *distinguish independently between statements of fact and opinion, providing reasoned justifications for their views *compare characters, settings and themes within a text and across more than one text
Poetry & Performance	*prepare and perform poems and play scripts that show some awareness of the audience when reading aloud *begin to use appropriate intonation and volume when reading aloud	*prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud *recognise some different forms of poetry (e.g. free verse or narrative poetry)	*continually show an awareness of audience when reading aloud using intonation, tone, volume and action	*confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect
Word in Context and Authorial Choice	*check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *discuss authors' choice of words and phrases for effect	*discuss vocabulary used to capture readers' interest and imagination	*discuss vocabulary used by the author to create effect including figurative language *evaluate the use of authors' language and explain how it has created an impact on the reader	*anaylse 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
Inference	*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters) *discuss how characters change and develop through texts by drawing inferences based on indirect clues
Prediction	*justify predictions using evidence from the text	*justify predictions from details stated and implied	*make predictions based on details stated and implied, justifying them in detail with evidence from the text	*predicting what might happen from details stated and implied
Non-fiction	*retrieve and record information from non-fiction	*use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information *use dictionaries to check the meaning of words that they have read	*use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts	*Retrieve, record and present information from non-fiction texts *use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in context 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)