

Dereham Junior Academy English Progression 2023-2024 Reading

		Year 3	Year 4	Year 5	Year 6
Word Reading	Decoding	<p>To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>
	Common Exception words	<p>To begin to read Y3/Y4 exception words.</p>	<p>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
Comprehension	Positive attitudes to reading	<p>To begin to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To read books that are structured in different ways and reading for a range of purposes</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	<p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To read books that are structured in different ways and reading for a range of purposes</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	<p>To continue to read and discuss an increasingly wide range of fiction, poetry, and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions plays, non-fiction and reference books or textbooks</p> <p>To read books that are structured in different ways and reading for a range of purposes</p>	<p>To continue to read and discuss an increasingly wide range of fiction, poetry, and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions plays, non-fiction and reference books or textbooks</p> <p>To read books that are structured in different ways and reading for a range of purposes</p>

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				<p>To increase their familiarity with a wide range of books, including myths, legends</p> <p>To recommend books that they have read to their peers, giving reasons for their choices</p>	<p>To increase their familiarity with a wide range of books, including myths, legends</p> <p>To recommend books that they have read to their peers, giving reasons for their choices</p>
Poetry and performance	<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 begin to recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative 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>Begin to learn some poetry by heart</p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>Learn some poetry by heart</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>	
Understanding of what they read	<p>using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books</p> <p>asking questions to improve their understanding of a text</p>	<p>using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books</p> <p>asking questions to improve their understanding of a text</p>	<p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p>	<p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p>	

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	<p>Words in Context and Authorial Choice</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect</p> <p>Discuss vocabulary used to capture readers' 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>	<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.</p>
	<p>Inference</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, increasingly supporting their views with evidence from the text.</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 consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters)both within and across texts.</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
	<p>Prediction</p>	<p>To justify predictions using evidence from the text.</p>	<p>To justify predictions from details stated and implied within a text.</p>	<p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	

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	Non-Fiction texts	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 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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Reading Masters

Y3	Text and Talk Prediction - verbal	Word Detectives (retrieval) <i>including use of images to build skills in Aut 1</i>	Thinking Caps (inference)	Vital Vocab (words in context and word choice/effect)
Y4	Text and Talk Prediction - verbal	Word Detectives (retrieval)	Thinking Caps (inference)	Vital Vocab (words in context and word choice/effect)
Y5 Autumn and Spring term	Text and Talk Prediction - written	Word Detectives (retrieval)	Thinking Caps (inference)	Vital Vocab (words in context and word choice/effect)
Y5 Summer term	Text and Talk Prediction - written	Word Detectives + Vital Vocab MIXED	Thinking Caps	Identified weakness + Reading Speed/Fluency
Y6 Autumn Term	Text and Talk Prediction - written	Word Detectives + Vital Vocab MIXED	Thinking Caps	Identified focus + Reading Speed/Fluency
Y6 Spring and Summer Term	Text and Talk Prediction - written and Summarising (order numbers)	Mixed	Thinking Caps	Mixed

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