



Reading Progression 2017-2018

Name: _____

Class: _____

Stage 5	Working towards	Expected	Greater depth				
	<ul style="list-style-type: none"> Read most common exception words, noting unusual correspondence between spelling and sound Determine the meaning of new words by sometimes applying knowledge of root words and their affixes in the YR 5- 6 spelling appendix e.g. assist/ assistance, adorable/adoration, horrible/horribly Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. Know the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. Enjoy reading a range of texts, fiction and non-fiction, both in and out of school. Identify the main themes and conventions in several genres e.g. 'suspense' in a story; 'goodbyes' in a poem; use of first person in diary-writing. Attempt to explain the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. Discuss how authors use language, including figurative language (e.g. simile, imagery) and attempt to explain its effect. Make comparisons within texts; begin to compare across texts e.g. contrasting poems. Draw inferences and begin to justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make credible predictions. Retrieve, record and present information from non-fiction texts. Summarise main ideas from more than one paragraph, with guidance, identifying key details which support these. Explain what they know or have read, including through formal presentation and debates, using notes where necessary. 	<ul style="list-style-type: none"> Determine the meaning of new words by applying morphological knowledge of root words and affixes. Fluently and automatically read a range of age-appropriate texts from the following Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. Make comparisons within and across texts e.g. compare two ghost stories. Distinguish fact from opinion with some success. Summarise main ideas from more than one paragraph, identifying key details which support these. Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. Explain what they know or have read, including through formal presentation and debates, using notes where necessary. 	<p>Read age-appropriate books with confidence and fluency (including whole novels)</p> <ul style="list-style-type: none"> read aloud with intonation that shows understanding work out the meaning of words from the context explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence predict what might happen from details stated and implied retrieve information from non-fiction summarise main ideas, identifying key details and using quotations for illustration evaluate how authors use language, including figurative language, considering the impact on the reader 				
End of year:	Below POS	Emerging	High Emerging	Expected	High Expected	Exceeding	High Exceeding