

Broomgrove Junior School Reading Progression Grid



At Broomgrove Junior School we have daily reading lessons to ensure that all children read age-related texts and answer D.E.R.I.C (Decode, Explain, Retrieve, Interpret and Choice) activities as our method to explicitly teach each reading skill as outlined in the National Curriculum. These whole class group reading comprehension sessions are used as a powerful tool to allow all children to make progress in reading and provide regular and supportive opportunities for children to encounter engaging texts that will resonate with their interests and capture their imagination. Carefully structured questions allow for children to develop their comprehension skills at an appropriate level.

Reading objectives by term

Year 3

Year 4

Year 5

Year 6

Becoming a Reader

- Enjoy books and reading
- Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and textbooks that are read to them and those that they can read for themselves
- Identify and remember common structural and language conventions in different text types
- Read for a range of purposes
- Identify themes in books

Word Reading

- Continue to use phonic knowledge and skills with unfamiliar words
- Read words with unfamiliar spelling patterns
- Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)
- Continue to build a knowledge of unusual grapheme phoneme correspondences

Fluency

- Read Year 3 texts fluently

Reading Comprehension

- Explain the meaning of words in context
Use morphology to aid them in understanding unknown vocabulary
Use dictionaries to check word meanings
- Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)
- Create sensory images while they read

Becoming a Reader

- Develop a love of books and reading
- Value and enjoy reading in their spare time
- Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves
- Identify and remember common structural and language conventions in different text types
- Independently read for a range of purposes

Word Reading

- Continue to use phonic knowledge and skills with unfamiliar words
- Try out different pronunciations to aid the decoding of unfamiliar, longer words
- Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)
- Continue to build a knowledge of unusual grapheme phoneme correspondences

Fluency

- Read Year 4 texts fluently

Reading Comprehension

- Understand that words can have varied meanings depending on the context
- Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)
- Empathise with characters and their situations

Becoming a Reader

- Develop a love of books and reading
- Enjoy reading for a sustained period
- Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves
- Know a range of children's authors and poets
- Read for a range of purposes
- Use pertinent and technically specific vocabulary when talking about books
- Discuss a text confidently with others, responding to their ideas and challenging their views courteously

Word Reading

- Continue to use phonic knowledge and skills with unfamiliar words
- Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)

Fluency

- Read Year 5 texts fluently

Reading Comprehension

- Identify vocabulary being used beyond the literal sense
- Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)
- Use imagination and empathy to explore a text beyond the page

Becoming a Reader

- Develop an appreciation and love of reading
- Enjoy the challenge of more difficult books
- Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves
- Read for a range of purposes
- Identify, discuss and compare themes
- Use pertinent and technically specific vocabulary when talking about books

Word Reading

- Continue to use phonic knowledge and skills with unfamiliar words
- Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)

Fluency

- Read Year 6 texts fluently

Reading Comprehension

- Use etymology to aid them in understanding unknown vocabulary
- Infer deeper meanings from the vocabulary used
- Empathise with emotions in deeper texts
- Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location
- Apply previous retrieving objectives to year 6 texts
- Check that the text makes sense to them and use questioning and discussion to further their understanding

- Develop understanding by linking reading to other books or similar contexts
- Apply previous retrieving objectives to year 3 texts
- Check that the text makes sense to them and discuss their understanding
- Use inference to draw simple conclusions about characters, settings and events
- Use vocabulary knowledge, including synonyms, to aid inference
- Predict what may happen and explain using detail from the text
- Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc
- Refer back to the text to support their response

Becoming a Researcher

- Use library classification to find reference materials
- Take notes by summarising, deleting and substituting
- Retrieve, record and present information

- Develop understanding by making connections between texts in terms of plot, characters, structure, same author etc.
- Ask questions to improve their understanding of a text
- Ask questions about character and motivation, vocabulary and plot
- Apply previous retrieving objectives to year 4 texts
- Check that the text makes sense to them and discuss their understanding
- Use textual details and examples to support inferences and explanations about a text's meaning
- Use precise language to encapsulate an inference made
- Predict what may happen and explain using stated and implied detail from the text
- Summarise a text using the key points
- Answer questions giving evidence from the text in their response

Becoming a Researcher

- Distinguish between fact and opinion in order to verify the accuracy and reliability of information
- Appraise the usefulness of a text for a task
- Use the strategies of skimming, scanning, close reading and key word searches to locate and select information

- Develop understanding by making connections between texts and the world beyond their own experience
- Apply previous retrieving objectives to year 5 texts
- Check that the text makes sense to them and use questioning and discussion to further their understanding
- Use knowledge of synonyms and hypernyms to aid comprehension
- Use knowledge of synonyms and hypernyms to aid inference
- Predict what may happen using stated and implied details and a wider personal understanding of the world
- Summarise using an appropriate amount of detail as evidence
- Answer questions drawing on information from several places in the text

Becoming a Researcher

- Detect bias and distinguish fact from opinion
- Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information
- Understand copying, quoting and adapting source material

- Explain inferences with clear reasoning and precise language
- Refine and verify predictions in discussion with others
- Summarise the key points in a more complex text, using their own words to establish clear meaning
- Answer a range of question types on single and multiple texts

Becoming a Reader

- Retell stories, adding key details.

Reading Comprehension

- Ask questions when their reading doesn't make sense
- Identify the key points in a section or page
- Explain the basic structures inherent in different text types (fiction and non-fiction)
- Discuss language which has captured their interest
- Identify basic language features inherent in different text types (fiction and non-fiction)

Becoming a Reader

- Know and recognise some forms of poetry

Fluency

- Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume and action

Reading Comprehension

- Use a knowledge of text type and structure to extract information
- Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text
- Identify how the layout in book and screen-based texts aids the reader
- Select and explain favourite vocabulary choices

Becoming a Reader

- Increase their familiarity with fiction genres including books from other cultures
- Recommend a book and explain why

Fluency

- Learn poems by heart

Reading Comprehension

- Use questioning and discussion with peers to further their understanding of a text
- Extract information from a text by following a train of thought through a longer paragraph
- Make inferences from evidence found throughout the text
- Recognise that different parts of the text may have different purposes
- Identify a point in the text where the author has made a structural choice and consider the reasoning behind it
- Discuss and evaluate how authors use language and the impact on the reader

Becoming a Reader

- Increase their familiarity with fiction genres including myths and legends
- Discuss and compare a range of children's authors and poets
- Show an understanding of texts through formal presentation and debate

Fluency

- Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the author's intent is clear to an audience

Reading Comprehension

- Allow questions to lead them on to new ideas, perspectives and conclusions
- Use what is 'not said' to enhance comprehension
- Explain purpose and viewpoint with reference to evidence in the text
- Explain the series of choices an author has made in structuring and organising their text
- Identify formality in texts and the use of standard and non-standard English

Becoming a Researcher

- Précis longer passages

Becoming a Reader

- Know and recognise some forms of poetry

Fluency

- Prepare texts (including poems and plays) to read aloud and perform

Reading Comprehension

- Ask questions when their reading doesn't make sense
- Combine information to create an understanding of the whole text
- Identify the key points in a section or page
- Explain the basic structures inherent in different text types (fiction and non-fiction)
- Identify basic language features inherent in different text types (fiction and non-fiction)

Becoming a Reader

- Retell myths and legends focusing on the themes

Reading Comprehension

- Extract information from a text when information is hidden within a longer paragraph
- Make inferences from evidence found throughout a paragraph
- Recognise the viewpoint of the author
- Identify how the layout in book and screen-based texts aids the reader
- Select and discuss effective words, phrases and sentences e.g. figurative language

Becoming a Reader

- Increase their familiarity with fiction genres including modern fiction

Fluency

- Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone **and word emphasis** so that the meaning is clear to an audience

Reading Comprehension

- Revisit questions during the reading of a text as new information is revealed
- Extract information that is scattered throughout a whole text
- Make inferences from evidence found throughout the text
- Comment on a writer's purpose and viewpoint e.g. noting bias
- Identify a point in the text where the author has made a structural choice and consider the reasoning behind it
- Explain why an author has used figurative language and the effect this has

Becoming a Reader

- Increase their familiarity with fiction genres including classic fiction
- Discuss and compare a range of children's authors and poets (including classic authors)
- Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary

Fluency

- Learn classic poems by heart

Reading Comprehension

- Use questioning to propel themselves through a challenging text
- Use what is implied to enhance comprehension
- Explain purpose and viewpoint with reference to evidence in the text
- Explain the series of choices an author has made in structuring and organising their text
- Describe and evaluate the choices an author has made in their use of language

Becoming a Researcher

- Extend note-taking by grouping and linking notes and using abbreviations

Becoming a Reader

- Retell fairy stories or folk tales focusing on the theme

Reading Comprehension

- Use questioning to keep an active engagement with a longer text
- Combine information to create an understanding of the whole text
- Identify the key points in a whole text
- Explain the purposes of structural features
- Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation

Fluency

- Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis

Reading Comprehension

- Extract information from a text when information is hidden within a longer paragraph
- Make inferences from evidence found throughout a paragraph
- Distinguish between fact and opinion when discussing viewpoint
- Identify instances where structure and layout contribute to meaning
- Engage in a discussion on an author’s use of language

Becoming a Reader

- Increase their familiarity with fiction genres including traditional stories
- Recommend an author and explain why

Fluency

- Learn more complex poems by heart

Reading Comprehension

- Ask deeper questions as the text progresses
- Develop a fuller understanding of the text by combining clarifying and inferring
- Use evidence to both support and challenge conclusions drawn within and from a text
- Identify, describe and compare writers’ themes across a range of texts
- Explain some choices an author has made in structuring and organising their text
- Explain how meaning is enhanced through the use of words and phrases

Becoming a Reader

- Increase their familiarity with fiction genres including modern and classic fiction
- Discuss and compare a range of children’s authors and poets (including classic authors)
- Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary

Fluency

- Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the author’s intent is clear to an audience

Reading Comprehension

- Ask questions about authorial intent
- Revise conclusions based on new evidence in the text
- Compare differing purposes and viewpoints in texts on similar topics
- Explain how an author uses text structure and organisation to manipulate the reader
- Explain how an author has used language to manipulate the reader

Becoming a Researcher

- Orchestrate a full range of research skills to conduct and present an independent research project

Becoming a Reader

The objectives in this area are important but broad. They should be used across the curriculum and in a variety of contexts. A key focus on these objectives is promoting a love of reading. Some of the objectives can be found in several year groups, this is to help promote a love of reading by ensuring consistency across KS2.

Year 3

Year 4

Year 5

Year 6

<ul style="list-style-type: none"> • Enjoy books and reading • Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves • Identify and remember common structural and language conventions in different text types • Read for a range of purposes • Retell stories, adding key details • Identify themes in books • Retell fairy stories or folk tales focusing on the theme • Know and recognise some forms of poetry 	<ul style="list-style-type: none"> • Develop a love books and reading • Value and enjoy reading in their spare time • Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves • Identify and remember common structural and language conventions in different text types • Independently read for a range of purposes • Know and recognise some forms of poetry • Retell myths and legends focusing on the themes 	<ul style="list-style-type: none"> • Develop a love books and reading • Enjoy reading for a sustained period • Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves • Increase their familiarity with fiction genres including books from other cultures • Increase their familiarity with fiction genres including modern fiction • Increase their familiarity with fiction genres including traditional stories • Know a range of children’s authors and poets • Read for a range of purposes • Recommend a book and explain why • Recommend an author and explain why • Use pertinent and technically specific vocabulary when talking about books • Discuss a text confidently with others, responding to their ideas and challenging their views courteously 	<ul style="list-style-type: none"> • Develop an appreciation and love of reading • Enjoy the challenge of more difficult books • Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves • Increase their familiarity with fiction genres including myths and legends • Increase their familiarity with fiction genres including classic fiction • Increase their familiarity with fiction genres including modern and classic fiction • Discuss and compare a range of children’s authors and poets • Discuss and compare a range of children’s authors and poets (including classic authors) • Read for a range of purposes • Identify, discuss and compare themes • Use pertinent and technically specific vocabulary when talking about books • Show an understanding of texts through formal presentation and debate • Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary
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Reading Comprehension

The following is a brief explanation of Reading Comprehension which explains its importance within the National Curriculum.

- Reading Comprehension happens at two points: ‘In the moment’ comprehension builds meaning during reading while ‘after reading’ comprehension focuses on responses to a text after reading to gain a deeper meaning.
- The basic skills of vocabulary knowledge, imagining, linking and asking questions tend to be of the former type. As a child reads, they must understand the words; form images in their mind; link what they are reading to themselves, other texts and the wider world; and ask questions to themselves about the text (and later the author).
- Summarising, predicting and the three evaluative skills tend to happen after reading
- The core skills of clarifying, retrieving and inferring happen at all points

	Year 3	Year 4	Year 5	Year 6
Asking Questions	<ul style="list-style-type: none"> • Ask questions when their reading doesn't make sense • Use questioning to keep an active engagement with a longer text 	<ul style="list-style-type: none"> • Ask questions to improve their understanding of a text • Ask questions about character and motivation, vocabulary and plot 	<ul style="list-style-type: none"> • Use questioning and discussion with peers to further their understanding of a text • Revisit questions during the reading of a text as new information is revealed • Ask deeper questions as the text progresses 	<ul style="list-style-type: none"> • Use questioning to propel themselves through a challenging text • Allow questions to lead them on to new ideas, perspectives and conclusions • Ask questions about authorial intent
Clarifying and Retrieving	<ul style="list-style-type: none"> • Apply previous retrieving objectives to year 3 texts • Check that the text makes sense to them and discuss their understanding • Combine information to create an understanding of the whole text 	<ul style="list-style-type: none"> • Apply previous retrieving objectives to year 5 texts • Check that the text makes sense to them and use questioning and discussion to further their understanding • Extract information that is scattered throughout a whole text • Extract information from a text by following a train of thought through a longer paragraph • Develop a fuller understanding of the text by combining clarifying and inferring • Use knowledge of synonyms and hypernyms to aid comprehension 	<ul style="list-style-type: none"> • Apply previous retrieving objectives to year 4 texts • Check that the text makes sense to them and discuss their understanding • Extract information from a text when information is hidden within a longer paragraph • Use a knowledge of text type and structure to extract information 	<ul style="list-style-type: none"> • Apply previous retrieving objectives to year 6 texts • Check that the text makes sense to them and use questioning and discussion to further their understanding • Use what is 'not said' to enhance comprehension • Use what is implied to enhance comprehension
Imagining	<ul style="list-style-type: none"> • Create sensory images while they read 	<ul style="list-style-type: none"> • Empathise with characters and their situations 	<ul style="list-style-type: none"> • Use imagination and empathy to explore a text beyond the page 	<ul style="list-style-type: none"> • Empathise with emotions in deeper texts
Inferring	<ul style="list-style-type: none"> • Use inference to draw simple conclusions about characters, settings and events • Use vocabulary knowledge, including synonyms, to aid inference 	<ul style="list-style-type: none"> • Use textual details and examples to support inferences and explanations about a text's meaning • Use precise language to encapsulate an inference made • Make inferences from evidence found throughout a paragraph 	<ul style="list-style-type: none"> • Use evidence to both support and challenge conclusions drawn within and from a text • Make inferences from evidence found throughout the text • Use knowledge of synonyms and hypernyms to aid inference 	<ul style="list-style-type: none"> • Revise conclusions based on new evidence in the text • Explain inferences with clear reasoning and precise language

Linking	<ul style="list-style-type: none"> Develop understanding by linking reading to other books or similar contexts 	<ul style="list-style-type: none"> Develop understanding by making connections between texts in terms of plot, characters, structure, same author etc. 	<ul style="list-style-type: none"> Develop understanding by making connections between texts and the world beyond their own experience 	<ul style="list-style-type: none"> Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location
Predicting	<ul style="list-style-type: none"> Predict what may happen and explain using detail from the text 	<ul style="list-style-type: none"> Predict what may happen and explain using stated and implied detail from the text 	<ul style="list-style-type: none"> Predict what may happen using stated and implied details and a wider personal understanding of the world 	<ul style="list-style-type: none"> Refine and verify predictions in discussion with others
Responding to texts	<ul style="list-style-type: none"> Refer back to the text to support their response 	<ul style="list-style-type: none"> Answer questions giving evidence from the text in their response 	<ul style="list-style-type: none"> Answer questions drawing on information from several places in the text 	<ul style="list-style-type: none"> Answer a range of question types on single and multiple texts
Summarising	<ul style="list-style-type: none"> Identify the key points in a section, page or whole text 	<ul style="list-style-type: none"> Summarise a text using the key points 	<ul style="list-style-type: none"> Summarise using an appropriate amount of detail as evidence 	<ul style="list-style-type: none"> Summarise the key points in a more complex text, using their own words to establish clear meaning
Understanding Purpose and Viewpoint	<ul style="list-style-type: none"> Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc. 	<ul style="list-style-type: none"> Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text Recognise the viewpoint of the author Distinguish between fact and opinion when discussing viewpoint 	<ul style="list-style-type: none"> Recognise that different parts of the text may have different purposes Comment on a writer's purpose and viewpoint e.g. noting bias Identify, describe and compare writers' themes across a range of texts 	<ul style="list-style-type: none"> Compare differing purposes and viewpoints in texts on similar topics Explain purpose and viewpoint with reference to evidence in the text
Understanding Text Organisation	<ul style="list-style-type: none"> Explain the basic structures inherent in different text types (fiction and non-fiction) Explain the purpose of structural features 	<ul style="list-style-type: none"> Identify how the layout in book and screen-based texts aids the reader Identify instances where structure and layout contribute to meaning 	<ul style="list-style-type: none"> Identify a point in the text where the author has made a structural choice and consider the reasoning behind it Explain some choices an author has made in structuring and organising their text 	<ul style="list-style-type: none"> Explain the series of choices an author has made in structuring and organising their text Explain how an author uses text structure and organisation to manipulate the reader

Understanding Writers' Use of Language	<ul style="list-style-type: none"> • Discuss language which has captured their interest • Identify basic language features inherent in different text types (fiction and non-fiction) • Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation 	<ul style="list-style-type: none"> • Select and explain favourite vocabulary choices • Select and discuss effective words and phrases e.g. figurative language • Engage in a discussion on an author's use of language 	<ul style="list-style-type: none"> • Discuss and evaluate how authors use language and the impact on the reader • Explain why an author has used figurative language and the effect this has • Explain how meaning is enhanced through the use of words and phrases 	<ul style="list-style-type: none"> • Identify formality in texts and the use of standard and non-standard English • Describe and evaluate the choices an author has made in their use of language • Explain how an author has used language to manipulate the reader
Vocabulary Knowledge	<ul style="list-style-type: none"> • Explain the meaning of words in context • Use morphology to aid them in understanding unknown vocabulary • Use dictionaries to check word meanings • Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language) 	<ul style="list-style-type: none"> • Understand that words can have varied meanings depending on the context • Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language) 	<ul style="list-style-type: none"> • Identify vocabulary being used beyond the literal sense • Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language) 	<ul style="list-style-type: none"> • Use etymology to aid them in understanding unknown vocabulary • Infer deeper meanings from the vocabulary used • Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)