



## Progression in Reading

At Crow Orchard Primary School, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence both our mixed age and single year group curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects at their own pace and in the best possible way for each individual child.

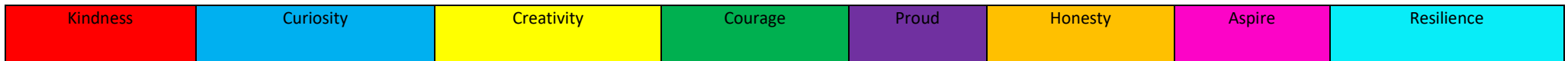
Reading progression	Spoken language ELG	Word recognition EYFS	Word Comprehension EYFS
<p><i>What should be seen in the classroom?</i></p> <p><i>Appealing reading areas that encourage pleasure in reading, curiosity and research.</i></p> <p><i>Access to reading in areas of provision throughout the classroom.</i></p> <p><i>Daily Phonics using ELS.</i></p> <p><i>Reading within ELS</i></p> <p><i>Individual phonics tracking each half term.</i></p> <p><i>Daily 1:1 reading with questioning and discussion from the adult.</i></p>	<ul style="list-style-type: none"> <li>Children express themselves effectively, showing awareness of listeners needs.</li> <li>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>They develop their own narratives and explanations by connecting ideas or events.</li> <li>Recite rhymes and sings songs</li> </ul>	<p>Children progress through Essential Letters and Sounds (ELS) phonics programme completing phase 2, 3 and 4 and an introduction to Phase 5.</p> <ul style="list-style-type: none"> <li>Decode a number of regular words using phase 2 phonemes with build and blend strategy, and read aloud accurately</li> <li>Read Harder to Read and Spell words from Phase 2 ELS - I, the, no put, of, is to, go, into pull as, his</li> <li>Read Harder to Read and Spell words from Phase 3 ELS - he, she, buses we, me, be push was, her my, you</li> <li>Recognise some capitals and lower case letters</li> <li>Blend phonemes to read a range of words using build and blend towards automaticity – fluency and accuracy</li> <li>Read simple sentences</li> <li>Use phonic knowledge to attempt unknown words</li> </ul> <p><b>ELG:</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> <li><b>Phase 2</b></li> <li>Differentiate between text and illustration</li> <li>Understand that print conveys meaning</li> <li>Hold a book correctly and turn pages from front to back and recognise front and back cover</li> <li>Know that, in English, print is read from left to right and top to bottom</li> <li>Predict the storyline e.g. ending</li> <li>Talk about events, setting and characters</li> <li>Predict storyline and some vocabulary, aided by the illustrations</li> <li>Retell narratives in the correct sequence, drawing on language patterns of stories</li> <li><b>Phase 3</b></li> <li>Use decoding to read -using build and blend strategy – towards automatically reading known words</li> <li>Respond to questions about who, what, where, when linked to text and illustrations</li> <li>Sequence a simple story or event</li> <li>Use gestures and actions to act out a story, event or rhyme from text or illustrations</li> <li>Make predictions based on illustrations, story content and title</li> <li>Respond to questions about how and why something is happening</li> <li>Say what a character might be thinking, saying or feeling.</li> <li><b>Phase 3 and 4</b></li> <li>Listen attentively to a story at the appropriate interest level</li> <li>Say how they feel about stories and poems</li> <li>Recall the main points in texts in the correct sequence</li> </ul>

Kindness	Curiosity	Creativity	Courage	Proud	Honesty	Aspire	Resilience
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<i>Daily story time.</i>			<ul style="list-style-type: none"> <li>• Use the structure of a simple story when re-enacting and retelling</li> <li>• Talk about the themes of simple texts, e.g. good over evil</li> <li>• Act out a story in role play</li> </ul>
<b>Reading progression</b>	<b>Spoken language Year 1</b>	<b>Word Reading Year 1</b>	<b>Word comprehension Year 1</b>
<p><i>All of the above and :</i></p> <p><i>Appealing presentations of books that promote pleasure in reading and opportunity to pursue own interests.</i></p> <p>Class novel read as often as possible.</p> <p>Reading within ELS</p>	<ul style="list-style-type: none"> <li>• Children should be taught to: <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> </ul> </li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge.</li> <li>• Use relevant strategies to build their vocabulary.</li> <li>• Articulate and justify answers, arguments and opinions.</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings.</li> <li>• Maintain attention and participate activity in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas.</li> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge to decode words.</li> <li>• Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs taught.</li> <li>• Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.</li> <li>• Read words with the endings -s, -es, -ing, -ed and -est.</li> <li>• Read words of more than one syllable which contain GPCs known.</li> <li>• Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.</li> <li>• Read some phonically-decodable books, closely matched to phonic knowledge.</li> <li>• Read pseudo (made up/alien) words with accuracy, including vowel digraphs and trigraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.</li> <li>• Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</li> <li>• Link what they read to their own experiences.</li> <li>• Recognise and join in with predictable phrases in poems and stories.</li> <li>• Appreciate some rhymes and poems; recite some by heart.</li> <li>• Discuss the meanings of new words, linking them to words already known.</li> <li>• Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.</li> <li>• Check that texts make sense when reading; self-correct and re-read inaccurate reading.</li> <li>• Talk about the significance of the title and events.</li> <li>• Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her</li> </ul>





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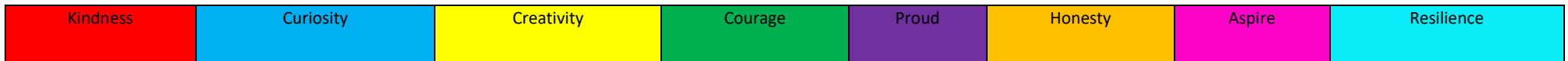
	<ul style="list-style-type: none"> <li>Participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>Gain, maintain and monitor the interests of the listener(s).</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>Select and use appropriate registers for effective communication.</li> </ul>		<p>ring.</p> <ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.</li> <li>Participate in discussion about what is read to them, taking turns and listening to others.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>
Reading progression	Spoken language Year 2	Word Reading Year 2	Word comprehension Year 2
<p>What should be seen in <i>the classroom?</i></p> <p><i>Daily Phonics using ELS</i></p> <p><i>Daily reading within ELS</i></p> <p><i>Individual phonics assessments at the end of each half term.</i></p> <p><i>When possible-daily 1:1 reading with questioning and discussion from the adult.</i></p> <p><i>A classroom book area with a variety of books for the children to choose from.</i></p>	<ul style="list-style-type: none"> <li>Children should be taught to:</li> <li>Listen and respond appropriately to adults and their peers.</li> <li>Ask relevant questions to extend their understanding and build vocabulary and knowledge.</li> <li>Use relevant strategies to build their vocabulary.</li> <li>Articulate and justify answers, arguments and opinions.</li> <li>Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings.</li> <li>Maintain attention and participate activity in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>Use spoken language to develop</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills consistently to decode quickly and accurately.</li> <li>Decode alternative sounds for graphemes.</li> <li>Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.</li> <li>Read a wider range of common exception words which have been taught, including most words from the Year 2 Common Exception Words e.g. because, beautiful, everybody, should, whole, parents, money.</li> <li>Read most words without overtly segmenting and blending, once they are familiar.</li> <li>Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.</li> </ul>	<ul style="list-style-type: none"> <li>Fully engage with reading and take pleasure from books and texts.</li> <li>Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.</li> <li>Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently.</li> <li>Takes account of what others say.</li> <li>Show understanding of texts read independently; self-correct.</li> <li>Know and retell a wide range of stories, fairy stories and traditional tales.</li> <li>Discuss the sequence of events in books, and how items of information are related.</li> <li>Make inferences on the basis of what is said and done;</li> </ul>

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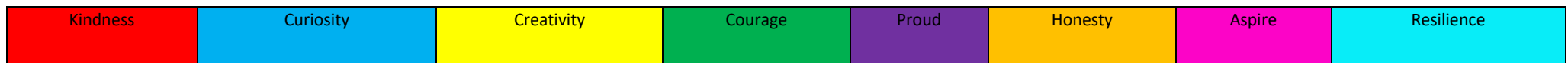
<p><i>Reading VIPERS in Spring Term</i></p> <p><i>English working walls that reflect the class reading- vocabulary, key punctuation</i></p> <p><i>Examples of texts that children have read both independently and with class teacher.</i></p>	<p>understanding through speculating, hypothesizing, imagining and exploring ideas.</p> <ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>• Gain, maintain and monitor the interests of the listener(s).</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• Select and use appropriate registers for effective communication.</li> </ul>		<p>predict according to what has been read so far.</p> <ul style="list-style-type: none"> <li>• Discuss and express views about a range of non-fiction texts which are structured in different ways.</li> <li>• Discuss and clarify the meaning of new words; discuss favourite words and phrases.</li> <li>• Recognise simple recurring literary language in stories and poetry.</li> <li>• Recite a repertoire of poems learnt by heart, using appropriate intonation.</li> </ul>
<p><b>Reading progression</b></p>	<p><b>Spoken Language Year 3</b></p>	<p><b>Word reading Year 3</b></p>	<p><b>Word Comprehension Year 3</b></p>
<p><i>What should be seen in the classroom?</i></p> <p><i>A classroom book area with a variety of books for the children to choose from.</i></p> <p><i>English working walls</i></p> <p><i>Examples of texts that children have read both independently and with class teacher.</i></p>	<ul style="list-style-type: none"> <li>• Children should be taught to:</li> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge.</li> <li>• Use relevant strategies to build their vocabulary.</li> <li>• Articulate and justify answers, arguments and opinions.</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings.</li> <li>• Maintain attention and participate actively in</li> </ul>	<ul style="list-style-type: none"> <li>• Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books).</li> <li>• Read at a speed sufficient for them to focus on understanding.</li> <li>• Read most common exception words by sight, (including all those in the YR 2 CEW) noting unusual correspondence between spelling and sound.</li> <li>• Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</li> <li>• Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.</li> <li>• Listen to, discuss and express views about a wide range of fiction (including fairy stories), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.</li> <li>• Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.</li> <li>• Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion';</li> </ul>





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<p>Reading VIPERS display</p> <p>Reading VIPERS sessions 3 times a week</p>	<p>collaborative conversations, staying on topic and initiating and responding to comments.</p> <ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas.</li> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>• Gain, maintain and monitor the interests of the listener(s)</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• Select and use appropriate registers for effective communication.</li> </ul>	<p>disagree, misbehave, incorrect.</p> <ul style="list-style-type: none"> <li>• Prepare poems and play scripts to read aloud and perform.</li> <li>• Show appropriate intonation and volume when reciting or reading aloud.</li> </ul>	<p>recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented.</p> <ul style="list-style-type: none"> <li>• Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.</li> <li>• Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Explain the meaning of words in context; use dictionaries to check meanings.</li> <li>• Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.</li> <li>• Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.</li> <li>• Retrieve and record information from non-fiction texts.</li> <li>• Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.</li> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> <li>• During discussion about texts, ask questions</li> </ul>
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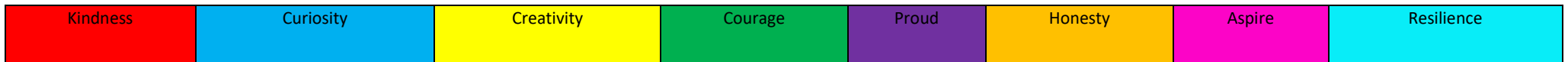
Reading progression	Spoken Language Year 4	Word reading Year 4	Word Comprehension Year 4
<p><i>What should be seen in the classroom?</i></p> <p><i>A classroom book area with a variety of books for the children to choose from.</i></p> <p><i>English working walls</i></p> <p><i>Examples of texts that children have read both independently and with class teacher.</i></p> <p>Reading VIPERS display</p> <p>Reading VIPERS sessions 3 times a week</p>	<ul style="list-style-type: none"> <li>• Children should be taught to:</li> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge.</li> <li>• Use relevant strategies to build their vocabulary.</li> <li>• Articulate and justify answers, arguments and opinions.</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings.</li> <li>• Maintain attention and participate activity in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas.</li> <li>• Speak audibly and fluently with an</li> </ul>	<ul style="list-style-type: none"> <li>• Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.</li> <li>• Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.</li> <li>• Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</li> <li>• Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.</li> <li>• Prepare poems and play scripts to read aloud and perform.</li> <li>• Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.</li> <li>• Listen to, discuss and express views about a wide range of fiction (including fairy stories), poetry (including those read aloud and performed) and plays. Begin to justify comments.</li> <li>• Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.</li> <li>• Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.</li> <li>• Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.</li> <li>• Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.</li> <li>• Draw comparisons.</li> <li>• Predict what might credibly happen from details stated and implied.</li> </ul>

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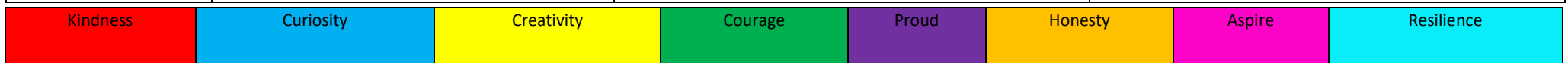
	<p>increasing command of Standard English.</p> <ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>• Gain, maintain and monitor the interests of the listener(s).</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• Select and use appropriate registers for effective communication.</li> </ul>		<ul style="list-style-type: none"> <li>• Explain the meaning of words in context; use dictionaries to check meanings.</li> <li>• Check the text makes sense, reading to the punctuation and habitually re-reading.</li> <li>• Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.</li> <li>• Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.</li> <li>• Retrieve and record information from non-fiction texts.</li> <li>• Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.</li> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> <li>• During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.</li> </ul>
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Progression in Reading

Reading progression	Spoken language Year 5	Word Reading Year 5	Word Comprehension Year 5
<p><i>What should be seen in the classroom?</i></p> <p><i>A classroom book area with a variety of books for the children to choose from.</i></p> <p><i>English working walls</i></p> <p><i>Examples of texts that children have read both independently and with class teacher.</i></p> <p>Reading VIPERS display</p> <p>Reading VIPERS sessions 3 times a week</p>	<ul style="list-style-type: none"> <li>Children should be taught to:</li> <li>Listen and respond appropriately to adults and their peers.</li> <li>Ask relevant questions to extend their understanding and build vocabulary and knowledge.</li> <li>Use relevant strategies to build their vocabulary.</li> <li>Articulate and justify answers, arguments and opinions.</li> <li>Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings.</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas.</li> <li>Speak audibly and fluently with an increasing command of Standard English.</li> <li>Participate in discussions, presentations, performances, role play, improvisations and</li> </ul>	<ul style="list-style-type: none"> <li>Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</li> <li>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.</li> <li>Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.</li> <li>Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>Read and enjoy a growing repertoire of texts, both fiction and non-fiction.</li> <li>Be familiar with some of the text types specified in the YR 5 curriculum, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</li> <li>Recommend books they have read to their peers, giving reasons.</li> <li>Discuss and comment on themes and conventions in a variety of genres.</li> <li>Read and recite age-appropriate poetry which has been learned by heart.</li> <li>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.</li> <li>Discuss their understanding of the meaning of words in context, finding other words which are similar.</li> <li>Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.</li> <li>Readily ask questions to enhance understanding.</li> <li>Make comparisons within and across texts e.g. compare two ghost stories.</li> </ul>







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	<p>debates.</p> <ul style="list-style-type: none"> <li>• Gain, maintain and monitor the interests of the listener(s).</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• Select and use appropriate registers for effective communication.</li> </ul>		<ul style="list-style-type: none"> <li>• Draw inferences and justify these with evidence from the text e.g. explain how a character’s feelings changed and how they know this; make predictions.</li> <li>• Distinguish fact from opinion with some success.</li> <li>• Retrieve, record and present information from non-fiction texts.</li> <li>• Summarise main ideas from more than one paragraph, identifying key details which support these.</li> <li>• Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others’ views courteously.</li> <li>• Explain what they know or have read, including through formal presentation and debates, using notes where necessary.</li> </ul>
Reading progression	Spoken language Year 6	Word Reading Year 6	Word Comprehension Year 6
<p><i>What should be seen in the classroom?</i></p> <p><i>A classroom book area with a variety of books for the children to choose from.</i></p> <p><i>English working walls</i></p> <p><i>Examples of texts that children have read both independently</i></p>	<ul style="list-style-type: none"> <li>• Children should be taught to:</li> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge.</li> <li>• Use relevant strategies to build their vocabulary.</li> <li>• Articulate and justify answers, arguments and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluently and effortlessly read the full range of age appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</li> <li>• Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.</li> <li>• Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.</li> <li>• Show familiarity with different text types specified in the YR 6 curriculum, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</li> <li>• Recommend books to others, giving reasons for their choices; state preferences.</li> <li>• Accurately identify and comment on the features, themes and conventions across a range of writing, and</li> </ul>

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## Progression in Reading

<p><i>and with class teacher.</i></p> <p>Reading VIPERS display</p> <p>Reading VIPERS sessions 3 times a week</p>	<ul style="list-style-type: none"> <li>• Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings.</li> <li>• Maintain attention and participate activity in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas.</li> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>• Gain, maintain and monitor the interests of the listener(s).</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Select and use appropriate registers for effective communication.</li> </ul>		<p>understand their use.</p> <ul style="list-style-type: none"> <li>• Demonstrate that they have learned a wide range of poetry by heart. Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.</li> <li>• Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.</li> <li>• Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.</li> <li>• During discussion, ask pertinent questions to enhance understanding.</li> <li>• Make accurate and appropriate comparisons within and across different texts.</li> <li>• Make developed inferences e.g. characters' thoughts and motives or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.</li> <li>• Distinguish between fact and opinion.</li> <li>• Retrieve, record and present information from non-fiction texts.</li> <li>• Identify key details which support main ideas; summarise content drawn from more than one paragraph.</li> </ul>
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Kindness	Curiosity	Creativity	Courage	Proud	Honesty	Aspire	Resilience
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Progression in Reading

			<ul style="list-style-type: none"><li>• Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.</li><li>• Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.</li></ul>
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