Reading Progression Map

Intent

At Nailsworth C of E Primary School, we know that the reading and writing of English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. We promote reading practice across the whole school from Reception to Year 6 and across all subject areas.

In the early stages of reading, the children develop phonic knowledge (see the 'Phonics' links for detailed information on how we teach phonics at our school). We are also developing the children's comprehension of texts through whole class teaching with planned and deliberate practice as part of our reading sessions.

We ensure that our children become fluent and engaged readers at the very earliest stages of their school life and we also strongly encourage reading outside school.

We develop pleasure in reading by sharing with children a wide-range of texts from stories, plays and poems to non-fiction. All our children have access to the works of great authors and poets such as Julia Donaldson, Roald Dahl, Clive King, Benjamin Zephania, C.S Lewis, A.A Milne, Beverley Naidoo, Angharad Walker, Michael Morpurgo and Anthony Horowitz to name but a few!

Reading for pleasure is encouraged throughout the school to nurture a life-long love of literature. Each class has its own mini-library and within school children have a book swap area to exchange books and to sample new reading books. Children enjoy earning reading awards, reading badges and even being selected for "high tea"!

Children at school benefit from trips to the local library, visits from local authors and celebrations of reading such as World Book day. They enjoy keeping up-to-date with publications such as "First News", the children's newspaper. Our children tell us that one of their favourite parts of the school day is sharing their class book.
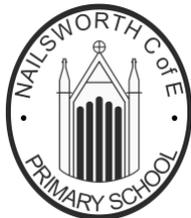
Implementation

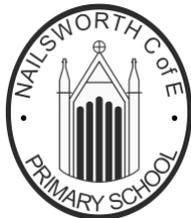| Year	Vocabulary	Literal retrieval	Inference Feelings	Inference Prediction or reaction	Organisation Text structure And layout	Appreciation SPAG	Evaluative	Find and copy	Give one answer/ tick one/ circle two
EYFS	Title Author	*Where was the Gruffalo's house?*	*How do you think the fox felt when the mouse told him what the Gruffalo's favourite food was?*	*What do you think might happen next?*	*What is the title?*	*Can you see a word that begins with….?*			
1	Title Author	Literal retrieval of facts *What colour was red riding hood's cape?*	*How do you think Red riding hood was feeling?*	*What do you think the wolf will do next?*	*What is the title?*	Discuss meanings of new words e.g. unkind means not kind	*What do you like about the text?*		
2	Fiction/ non-fiction	Literal retrieval of facts *What day of the week was it at the start of the story?*	*How do you think Mum felt when Molly didn't tidy up?*	*Why was Molly always too busy to tidy up?*	Comment on titles, pictures and blurbs	*What does "Molly didn't understand" mean?*	*What do you like about the text?*		Name **one** game that Molly liked playing
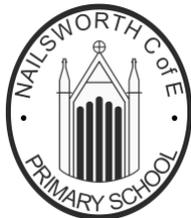
Nailsworth C of E Primary School
Together, inspired by the challenge…

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3	Opinion Fiction/ non-fiction Use the text to help you-this means use a quote.	Literal retrieval of facts *What was the name of the village where the children lived?*	*What ideas are we given about Jane's personality when she says "What is it? Oh, what is it? Let's go home."*	*How do you know that this poem is sad?* **Use the text to help you.**	Titles, subheadings	*What does the word "fearful" mean?*	*Which text do you prefer and why?*	Find and copy a word that means that the boat looked great.	Order key events in the story
4	Opinion Fiction/ non-fiction Titles, subheadings, captions, labelled diagrams **Use evidence from the text to support your answer.** This means use a quote.	Literal retrieval of facts *Where is the boy hiding?*	*How does the author suggest that Jim is beginning to daydream?* **Use evidence from the text to support your answer.**	*Why does the boy call the view from the top of the tree "foreign lands"?*	Titles, subheadings, captions, labelled diagrams Match the diagram to the heading	Use of language e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are *Why has the author used repetition/alliteration?* Appreciate the use of, onomatopoeia, , personification, powerful verbs and sensory language.	*Which text do you prefer and why?*	Find and copy a word that means the same as "minor"	Order key events in the story.

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5	Opinion Fiction/ non-fiction Titles, subheadings, captions, labelled diagrams bullet points **Give your answer with reference to the text.** This means use a quote. And then explain the quote in your own words.	Literal retrieval of facts. *What time of day did Jemmy ride the giraffe?*	*How do you think people reacted during the plague?* **Give your answer with reference to the text.**	Make predictions based on what has been read. *What do you think might happen to the sisters next?*	Comment on how the organisation is helpful to the reader E.g. Titles, subheadings, captions, labelled diagrams	Comment on stylistic devices such as alliteration, short sentences etc. Look at line one. *What do you notice about the language?* *What do the words "slick" and "black" suggest about the creature?* Appreciate the use of sibilance, onomatopoeia, anaphora, personification, powerful verbs and sensory language.	*How did Orpheus' mood change during the beginning, middle and end of the story?*	Find and copy a phrase that shows that the island was a long way off.	Fact and opinion
6	Opinion Fiction/ non-fiction Titles, subheadings, captions, labelled diagrams bullet points **Give your answer with reference to the text or texts**	Literal retrieval of facts. When did the Dodo become extinct?	*Why did people think the Dodo was stupid?* **Give your answer with reference to the text.**	Make predictions based on what has been read.	Comment on how the organisation is helpful to the reader e.g. Titles, subheadings, captions, labelled diagrams	Comment on stylistic devices such as alliteration, short sentences etc Look at line one. *What do you notice about the language?* *What does the word "slick" suggest about the creature?* Appreciate the use of sibilance, onomatopoeia, anaphora, personification, powerful verbs and sensory language.	*How did her sister's mood change during the course of the story?*	Find and copy a phrase that shows that the island was a long way off. *What does "relevant" mean?*	Fact and opinion Order key events.
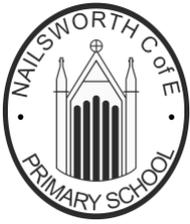
Impact

By the end of Year 6 children can:

- maintain positive attitudes to reading and an understanding of what they read by:
- read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- identify and discuss themes and conventions in and across a wide range of writing
- making comparisons within and across books
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read at a deep level
- draw inferences about characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- summarising the main ideas
- identify how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language
- retrieve, record and present information from non-fiction
- explain and discuss their understanding of what they have read, including through formal presentations and debates