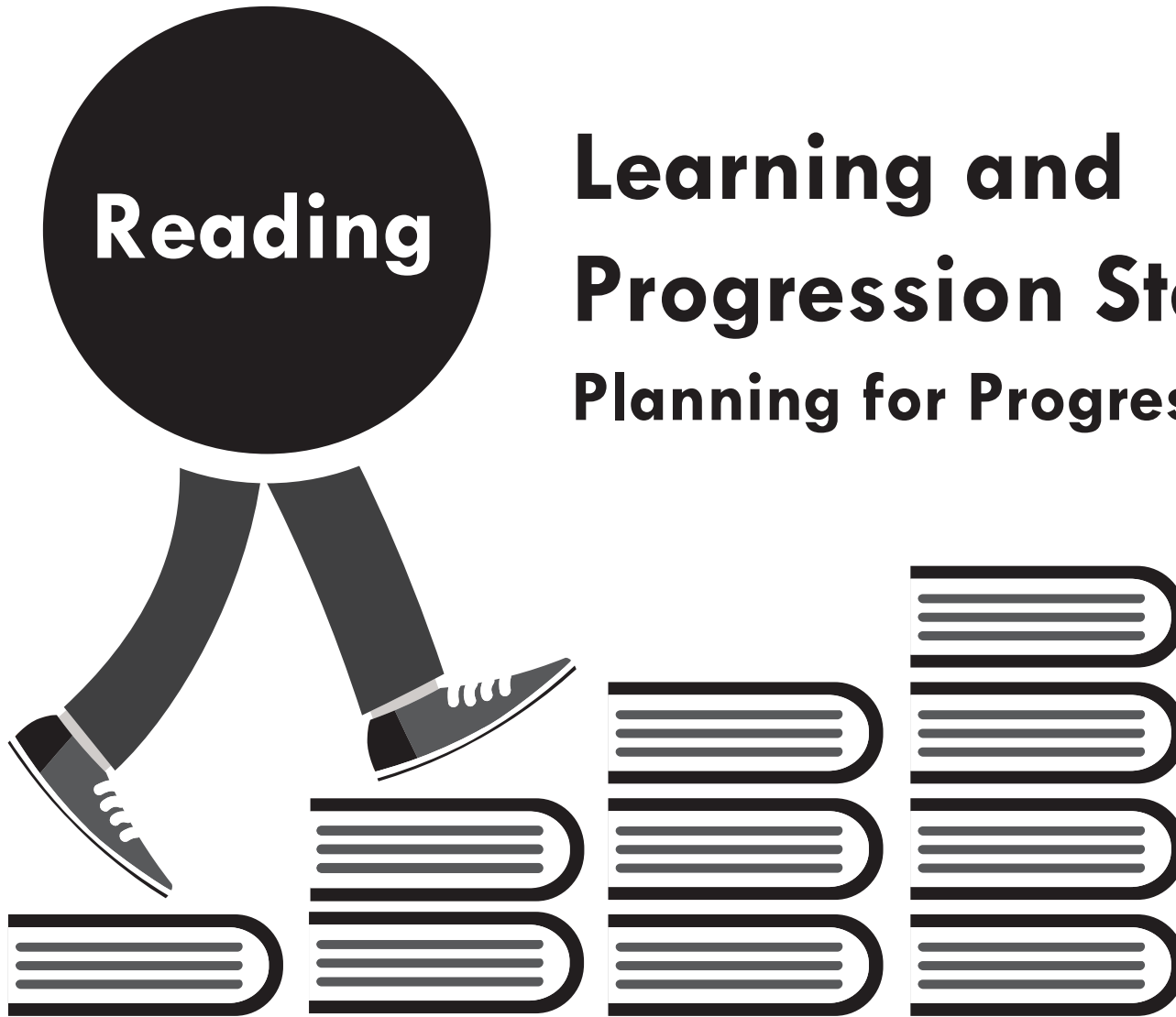


Reading

Learning and Progression Steps Planning for Progression



Learning and Progression Steps (LAPS) in Reading Planning for Progression

What are Learning and Progression Steps (LAPS)?

The Learning and Progression Steps are designed to scaffold the learning required in order to meet the expectations of the National Curriculum. Statements in the Lancashire Key Learning for Reading document have been broken down into smaller steps to support teachers in planning appropriate learning opportunities. These key pieces of learning will support pupils in becoming effective and reflective independent readers.

Where have they come from?

The Learning and Progression Steps (LAPS) have been derived from the *Lancashire Key Learning in Reading* statements, identified primarily from the National Curriculum 2014 programmes of study.

How are they different from the *Key Learning Statements*?

The Learning and Progression Steps (LAPS) are smaller, progressive steps which support learning towards the *Key Learning in Reading* expectations. LAPS are numerically ordered from LAP 1 to LAP 3, to reflect the gradual development of the skill/s involved.

How are they different from the *Key Learning Indicators of Performance (KLIPs)*?

The Key Learning Indicators of Performance (KLIPs) document is an assessment tool. The Learning and Progression Steps (LAPS) document is a planning tool and is not intended to be used for summative assessment purposes.

Does LAP 1 mean a child is 'entering', LAP 2 'developing' and LAP 3 'secure'?

No. The terms 'entering', 'developing' and 'secure' are used in Lancashire's assessment approach, KLIPs, as summative judgements in relation to age related expectations. Definitions for these terms can be found in the introduction to the KLIPs document.

How might *Learning and Progression Steps (LAPS) in Reading* be useful?

Learning and Progression Steps (LAPS) may be used in a number of ways.

For whole class teaching, LAPS may be used to support differentiation. When planning Guided Reading, it may be appropriate to use LAPS statements to inform learning objectives for a session or number of sessions. In order to ensure that gaps in learning are addressed, teachers may find it helpful to use different LAPS grids for different groups.

Learning and Progression Steps (LAPS) in Reading Planning for Progression

LAPS should be selected according to the learning needs of the individual or group. Some children may need to progress through LAPS 1, 2 and 3 in order to meet an age related expectation, whereas others may have a different starting point, perhaps beginning at LAP 3, thus meeting the age related expectation sooner. Emphasis however, should always be on developing breadth and depth of learning to ensure skills, knowledge and understanding are sufficiently embedded before moving on.

Are LAPS suitable to use as pupil targets for reading?

The Lancashire Primary English Team has produced an accompanying document which contains pupil targets written in child-friendly language. These targets relate directly to the Learning and Progression Steps (LAPS).

The following Lancashire reading documents can be downloaded from **www.lancsngfl.ac.uk**

- Key Learning in Reading
- Learning and Progression Steps in Reading (LAPS)
- Pupil Targets for Reading
- Key Learning Indicators of Performance in Reading (KLIPs)

Learning and Progression Steps in Reading

Planning for Progression: Year 1

| Range: | ▪ Fiction, non-fiction and poetry books linked to developing phonic knowledge – phonically decodable texts. | | | |
|---------------------|---|--|---|---|
| | LAP 1 | LAP 2 | LAP 3 | Key Learning |
| Phonics Phase: | Phase 4/5 | Phase 5 | Phase 5 | |
| Book Band: | Blue/Green | Green/Orange | Turquoise/Purple | |
| Word Reading | Read aloud accurately books that are consistent with their developing phonic knowledge. | Read aloud accurately books that are consistent with their developing phonic knowledge. | Read aloud accurately books that are consistent with their developing phonic knowledge (<i>Letters and Sounds</i> Phase 5). | Read aloud accurately books that are consistent with their developing phonic knowledge. |
| | Apply phonic knowledge and skills as the route to decode words. | Apply phonic knowledge and skills as the route to decode words. | Apply phonic knowledge and skills as the route to decode words (<i>Letters and Sounds</i> Phase 5). | Apply phonic knowledge and skills as the route to decode words. |
| | Respond speedily with the correct sound to grapheme for the 44 phonemes. | Respond speedily with the correct sound to grapheme for the 44 phonemes. | Respond speedily with the correct sound to grapheme for the 44 phonemes (<i>Letters and Sounds</i> Phase 5). | Respond speedily with the correct sound to grapheme for the 44 phonemes. |
| | Recognise and use the different ways of pronouncing the same grapheme; e.g. ea in <i>bread</i> and <i>seat</i> ; o in <i>post</i> and <i>slot</i> ; a in <i>hat</i> and <i>was</i> ; ow in <i>snow</i> and <i>cow</i> . | Recognise and use the different ways of pronouncing the same grapheme; e.g. i in <i>fin</i> and <i>mind</i> ; er in <i>farmer</i> and <i>her</i> ; g in <i>giant</i> and <i>grand</i> ; ear in <i>pearl</i> and <i>hearing</i> . | Recognise and use the different ways of pronouncing the same grapheme; e.g. c in <i>ice</i> and <i>cream</i> ; ch in <i>chef</i> , <i>school</i> and <i>church</i> ; ou in <i>could</i> , <i>found</i> , <i>you</i> and <i>shoulder</i> . | Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in <i>snow</i> and <i>cow</i> . |
| | Read accurately by blending sounds in unfamiliar words. | Read accurately by blending sounds in unfamiliar words. | Read accurately by blending sounds in unfamiliar words. | Read accurately by blending sounds in unfamiliar words. |
| | Read common exception words, noting tricky parts (see Year 1 list below). | Read common exception words, noting tricky parts (see Year 1 list below). | Read common exception words, noting tricky parts (see Year 1 list below). | Read common exception words, noting tricky parts (see below). |
| | Read words containing –s, –es endings. | Read words containing –ing, –ed endings. | Read words containing –s, –es, –ing, –ed, –er, –est endings. | Read words containing –s, –es, –ing, –ed, –er, –est endings. |
| | Split two syllable words into the separate syllables to support blending for reading, e.g. <i>jumping</i> , <i>pocket</i> , <i>longer</i> , <i>boxes</i> . | Split two syllable words, including compound words, into the separate syllables to support blending for reading, e.g. <i>picnic</i> , <i>sticker</i> , <i>dinner</i> ; <i>haircut</i> , <i>something</i> , <i>flipchart</i> . | Split two and three syllable words into the separate syllables to support blending for reading, e.g. <i>farmyard</i> , <i>playground</i> , <i>September</i> , <i>Saturday</i> , <i>internet</i> , <i>animal</i> , <i>Africa</i> . | Split two and three syllable words into the separate syllables to support blending for reading. |
| | Read the contraction <i>I'm</i> . | Read words with contractions e.g. <i>I'm</i> , <i>I'll</i> , <i>we'll</i> . | Read words with contractions e.g. <i>I'm</i> , <i>I'll</i> , <i>we'll</i> and understand that the apostrophe represents the omitted letter. | Read words with contractions e.g. <i>I'm</i> , <i>I'll</i> , <i>we'll</i> and understand that the apostrophe represents the omitted letter. |

Learning and Progression Steps in Reading

Planning for Progression: Year 1

| | | | | |
|--|---|---|---|--|
| Word Reading Contd. | Develop fluency, accuracy and confidence by re-reading books. | Develop fluency, accuracy and confidence by re-reading books. | Develop fluency, accuracy and confidence by re-reading books. | Develop fluency, accuracy and confidence by re-reading books. |
| | | Read more challenging texts using phonics and common exception word recognition. | Read more challenging texts using phonics and common exception word recognition. | Read more challenging texts using phonics and common exception word recognition. |
| Developing pleasure in reading and motivation to read | When prompted through questioning, relates texts to own experiences, e.g. <i>Have you ever been to the beach?</i> | Relate texts to own experiences. | Relate texts to own experiences and describe with some detail. | Relate texts to own experiences. |
| | Recognise and join in with language patterns and repetition during class story times. | Recognise and join in with language patterns and repetition in stories, e.g. <i>fairy stories, traditional tales and stories by well-known authors.</i> | Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. <i>small world, role play, storytelling.</i> | Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. |
| | Orally retell stories using props and pictures. | Orally retell familiar stories in a range of contexts, e.g. <i>small world, role play, storytelling.</i> | Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. <i>small world, role play, storytelling.</i> | Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i> |
| | Enjoy and recite simple rhymes and poems. | Enjoy and recite rhymes and poems including traditional verse. | Enjoy and recite rhymes and poems and express preferences. | Enjoy and recite rhymes and poems by heart. |
| | Make personal reading choices, e.g. from the class library. | Make personal reading choices and give simple reasons for their selection. | Make personal reading choices and give more detailed reasons for their selection. | Make personal reading choices and explain reasons for choices. |
| Understanding books which they can read themselves and those which are read to them | Discuss key vocabulary, linking meanings of new words to those already known. | Discuss key vocabulary, linking meanings of new words to those already known. | Discuss key vocabulary, linking meanings of new words to those already known. | Introduce and discuss key vocabulary, linking meanings of new words to those already known. |
| | Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> | Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> | Activate prior knowledge of the subject e.g. <i>what do you know about minibeasts?</i> | Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> |
| | Recognise when a text does not make sense while reading. | Recognise when a text does not make sense while reading and, with prompting, can correct. | Check that texts make sense while reading and self-correct. | Check that texts make sense while reading and self-correct. |

Learning and Progression Steps in Reading

Planning for Progression: Year 1

| | | | | |
|---|---|---|--|---|
| Understanding books which they can read themselves and those which are read to them Contd. | Develop and demonstrate their understanding of characters through role play and drama. | Develop and demonstrate their understanding of characters and events through role play and drama. | Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. | Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. |
| | Give opinions about books, stories and poems. | Give opinions and, when prompted, support with reasons. | Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> | Give opinions and support with reasons e.g. I like the Little Red Hen because she... |
| | Demonstrate understanding of texts by answering questions related to who, what, where and when. | Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. | Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. | Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. |
| | Discuss the main events in stories. | Identify and discuss the main events in stories using words like <i>first, next, after that, later on, at the end.</i> | Identify, discuss and sequence the main events in stories. Record simply, e.g. <i>story map.</i> | Identify and discuss the main events in stories. |
| | Make predictions based on what has been read so far. | Make predictions based on what has been read so far and give simple reasons. | Make predictions based on what has been read so far and give reasons. | Make predictions based on what has been read so far. |
| | Identify the main characters in stories. | Identify and describe the main characters in stories. Capture simply in writing, e.g. <i>character profile, role on the wall.</i> | Identify, describe and discuss the main characters in stories. Capture simply in writing, e.g. <i>wanted poster, character profile.</i> | Identify and discuss the main characters in stories. |
| | | Discuss the title and predict what the story might be about. | Discuss the title of books they read themselves and those which are read to them. Suggest how titles relate to the events in the whole story e.g. <i>The Runaway Train; Not Now Bernard!</i> | Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy. |
| | | Answer 'why' questions requiring basic inference, e.g. <i>Why do you think he said...? Why do you think he did that?</i> | Answer 'why' questions requiring basic inference, e.g. <i>Why do you think he said...? Why do you think he did that?</i> | Make basic inferences about what is being said and done. |

Learning and Progression Steps in Reading

Planning for Progression: Year 1

| | | | | |
|---|--|--|--|---|
| Understanding books which they can read themselves and those which are read to them Contd. | Recall information from non-fiction texts, e.g. <i>by saying something they have found out.</i> | Recall specific information from non-fiction texts by answering simple oral questions. | Recall specific information from non-fiction texts. | Recall specific information in fiction and non-fiction texts. |
| | Locate parts of text by naming or labelling e.g. <i>titles, contents page and labelled diagram.</i> | Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram.</i> | Use parts of text to find information, e.g. <i>titles, contents page and labelled diagram.</i> | Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram. |
| Participating in discussion | In discussions about books, listen to what others say, responding by nodding or maintaining eye contact. | In discussions about books, listen to what others say and take turns to speak as directed by the teacher. | In discussions about texts, listen to what others say and take turns to speak. | Listen to what others say. Take turns. |

Year 1 Common Exception Words

| | | | | | |
|--------|--------|---|------|-------|-------|
| the | a | do | to | today | of |
| said | says | are | were | was | is |
| his | i | you | your | they | be |
| he | me | she | we | no | go |
| so | by | my | here | there | where |
| love | come | some | one | once | ask |
| friend | school | put | push | pull | full |
| house | our | and/or others according to the programme used | | | |

Learning and Progression Steps in Reading

Planning for Progression: Year 2

| | | | | |
|---------------------|---|--|---|---|
| Range: | Books at an age appropriate interest level including: <ul style="list-style-type: none"> ▪ Fiction e.g. traditional tales, tales from other cultures, adventure stories. ▪ Non-fiction e.g. instructions, letters, non-chronological reports, explanations. ▪ Poetry e.g. classic poems, poems on a theme, riddles, rhyming poems. | | | |
| | LAP 1 | LAP 2 | LAP 3 | Key Learning |
| Book Band: | Purple/Gold | Gold | Gold/White | |
| Word Reading | Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately. | Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically. | Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. | Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. |
| | Re-read books to build up fluency and confidence in word reading | Re-read books to build up fluency and confidence in word reading. | Re-read books to build up fluency and confidence in word reading. | Re-read books to build up fluency and confidence in word reading |
| | Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending. | Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending. | Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending. | Read frequently encountered words quickly and accurately without overt sounding and blending. |
| | Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes, <i>e.g. ow in clown and willow.</i> | Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. | | Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. |
| | | Read accurately words of two or more syllables that contain alternative sounds for grapheme <i>e.g. ea in treated and heading; c in carrot and recently.</i> | Read accurately and automatically words of two or more syllables that contain alternative sounds for a grapheme <i>e.g. ou in shoulder, roundabout, grouping.</i> | Read accurately words of two or more syllables that contain alternative sounds for grapheme <i>e.g. shoulder, roundabout, grouping.</i> |
| | Read words containing common suffixes <i>e.g. -ing, -ed, -er, -est, -y.</i> | Read words containing common suffixes <i>e.g. -ness, -ment, -ful, -ly.</i> | Read words containing common suffixes <i>e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</i> | Read words containing common suffixes <i>e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</i> |
| | Read further common exception words, noting tricky parts (see Year 2 list below). | Read further common exception words, noting tricky parts (see Year 2 list below). | Read further common exception words, noting tricky parts (see Year 2 list below). | Read further common exception words, noting tricky parts (see Year 2 list below). |
| | | | Read longer and less familiar texts independently. | Read longer and less familiar texts independently. |

Learning and Progression Steps in Reading

Planning for Progression: Year 2

| | | | | |
|--|---|---|---|--|
| Developing pleasure in reading and motivation to read | Sequence the main events in stories using prompts, e.g. pictures, objects or questions. Discuss in a small group. | Discuss and sequence the main events in stories. | Discuss the main events in stories and sequence using language such as First of all..., Moments later..., After a while..., Finally.... | Sequence and discuss the main events in stories and recounts. |
| | Orally retell simple stories, fairy tales and traditional tales as part of a group. | Using their own story map, orally retell stories, fairy tales and traditional tales. | Use their own story maps to orally retell a wider range of stories, fairy tales and traditional tales to different audiences. | Orally retell a wider range of stories, fairy tales and traditional tales. |
| | Recognise the use of repetitive language within a simple story. | Recognise the use of repetitive language within a poem. | Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>). | Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>). |
| | Learn and recite a poem. | Learn and recite a range of poems. | Learn and recite a range of poems using appropriate intonation. | Learn and recite a range of poems using appropriate intonation. |
| | Make personal reading choices and provide recommendations to others. | Begin to develop and talk about personal reading preferences for particular authors or types of books. | Demonstrate enthusiasm for particular authors and types of book, choosing to read these for pleasure | Make personal reading choices and explain reasons for choices. |
| Understanding books which they can read themselves and those which are read to them | Choose favourite words and phrases from a text. | Identify and discuss favourite words and phrases from a text. | Identify, discuss and collect favourite words and phrases, e.g. <i>make lists of words according to word class (nouns, verbs, adjectives and adverbs).</i> | Identify, discuss and collect favourite words and phrases. |
| | Identify unfamiliar words within the context of a text and discuss meanings as a group. | Identify and discuss words within the context of a text, linking new meanings to known vocabulary, e.g. <i>a toad is similar to a frog.</i> | Identify and discuss words within the context of a text, using morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i> | Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i> |
| | Take note of punctuation when reading e.g. <i>pausing at full stops, question marks and exclamation marks.</i> | Take note of punctuation when reading aloud, e.g. <i>pausing at commas which separate items in a list.</i> | Take note of punctuation by using tone and intonation when reading aloud, e.g. <i>pausing at full stops, changing voice in response to an exclamation mark and question mark.</i> | Uses tone and intonation when reading aloud. |

Learning and Progression Steps in Reading

Planning for Progression: Year 2

| | | | | |
|--|---|--|---|--|
| | Pose and orally rehearse questions prior to reading non-fiction texts. | Pose, orally rehearse and write questions prior to reading nonfiction. | Activate prior knowledge, raise questions, and find and note answers e.g. <i>What do we know? What do we want to know? What have we learned?</i> | Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> |
| | Recognise when a text does not make sense while reading. | Recognise when a text does not make sense while reading and, with prompting, can correct. | Check that texts make sense while reading and self-correct. | Check that texts make sense while reading and self-correct. |
| | Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why, how questions. | Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, who, what, where, when, why, how questions. | Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, who, what, where, when, why, how questions. | Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. |
| | Discuss their understanding of a text and give opinions e.g. <i>I wouldn't like to live next door to those noisy pirates!</i> | Explain and discuss their understanding of a text, giving opinions e.g. <i>I think Dougal should stay in Atlantis because he will not have to do his boring job anymore.</i> | Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> | Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> |
| | Develop and demonstrate their understanding of characters through role play and drama, e.g. <i>hot seating, magic mirror, magic microphone.</i> | Develop and demonstrate their understanding of characters and events through role play and drama, e.g. <i>improvisation, freeze frames and thought tracking.</i> | Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. | Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. |
| | Draw inferences about characters from the text e.g. <i>what is the character thinking, saying and feeling?</i> | Draw inferences about characters and events from the text e.g. <i>why do you think that happened; how do you think the problem will be resolved?</i> | Draw inferences about characters and events referring to specific evidence from the text e.g. <i>what do you think the character is feeling when...? What makes you think this?</i> | Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i> |
| | Make predictions based on what has been read so far and give reasons. | Make predictions based on what has been read so far and give reasons. | Make predictions based on what has been read so far and give reasons. | Make predictions based on what has been read so far. |
| | Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams.</i> | Locate information from a non-fiction text using the contents page, index, labelled diagrams and charts. | Locate specific information in order to answer questions from a selection of non-fiction texts. Find information using the contents page, index, labelled diagrams and charts. | Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. |

Learning and Progression Steps in Reading

Planning for Progression: Year 2

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|------------------------------------|--|--|--|---|
| Participation in Discussion | Make contributions to discussions about texts in different group situations, <i>e.g. pairs, guided groups.</i> | Make thoughtful contributions to discussions about texts in different group situations, <i>e.g. pairs, guided groups, whole class.</i> | Make extended contributions to discussions about a range of text types. | Participate in discussion about what is read to them, taking turns and listening to what others say |
| | In discussions about books, listen to contributions from others and give simple responses, <i>e.g. I agree because..., I disagree because...</i> | In discussing books, consider other points of view put forward by the teacher and/or peers | Join in with group discussions linked to reading, considering and responding to contributions from others. | Make contributions in whole class and group discussion. Consider other points of view. Listen and respond to contributions from others. |

| Year 2 Common Exception Words | | | | | |
|-------------------------------|--------|---------|-----------|---|---------|
| door | floor | poor | because | find | kind |
| mind | behind | child | children | wild | climb |
| most | only | both | old | cold | gold |
| hold | told | every | everybody | even | great |
| break | steak | pretty | beautiful | after | fast |
| last | past | father | class | grass | pass |
| plant | path | bath | hour | move | prove |
| improve | sure | sugar | eye | could | should |
| would | who | whole | any | many | clothes |
| busy | people | water | again | half | money |
| Mr. | Mrs | parents | Christmas | – and/or others according to the programme used | |

Learning and Progression Steps in Reading

Planning for Progression: Year 3

| | | | | |
|--|--|--|--|---|
| Range: | Books at an age appropriate interest level including: <ul style="list-style-type: none"> ▪ Fiction e.g. <i>fables, fairy tales, folk tales, mystery and adventure, play scripts</i> ▪ Non-fiction e.g. <i>recounts, diaries, non-chronological reports, persuasion</i> ▪ Poetry e.g. <i>classic poetry, shape poems, calligrams, poems on a theme</i> | | | |
| | LAP 1 | LAP 2 | LAP 3 | Key Learning |
| Book Band: | White/Lime | Lime/Brown | Brown | Brown |
| Word Reading | Use knowledge of root words to understand meanings of words, e.g. <i>forget, forgetting; begin, beginner; garden, gardening, gardener..</i> | Use knowledge of root words to understand meanings of words, e.g. <i>limit, limiting, limited, limitation.</i> | Use knowledge of root words to understand meanings of words, e.g. <i>base, basic, basically; drama, dramatic, dramatically.</i> | Use knowledge of root words to understand meanings of words. |
| | Use prefixes to understand meanings e.g. un-, dis-, mis (meaning 'not'): <i>unacceptable, unlock, unbelievable; disappoint, disagree, disobey; misbehave, mislead, misspell.</i> | Use prefixes to understand meanings e.g. re- (meaning 'again' or 'back'), pre- (meaning 'before') <i>refresh, redecorate, reappear; preschool, prepay, prehistoric</i> | Use prefixes to understand meanings e.g. in-, im- (meaning 'not'): <i>incorrect, inactive, inappropriate; impossible, immature, impolite.</i> | Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-.</i> |
| | Use suffixes to understand meanings e.g. -ly (meaning 'in this way'): <i>sadly, finally, completely.</i> | Use suffixes to understand meanings e.g. -ly (meaning 'in this way'): <i>energetically, frantically, gently, nobly, comically.</i> | Use suffixes to understand meanings e.g. -ous (meaning 'full of'): <i>mountainous, humorous, poisonous, dangerous, courageous.</i> | Use suffixes to understand meanings e.g. <i>-ly, -ous.</i> |
| | Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list). | Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list). | Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list). | Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list). |
| Developing pleasure in reading and motivation to read | Identify the main events from a story in sequence by saying what happened at each stage, e.g. <i>first of all..., later on..., after that..., eventually..., finally... etc.</i> | Identify and record the main events of a story in sequence, e.g. story map, story board. Use to retell. | Sequence the main events in stories, orally and in note/picture form. Discuss each main event, sharing opinions. | Sequence and discuss the main events in stories. |
| | Orally retell stories including all main events in sequence. | Orally retell stories including detail and vocabulary from the text to engage the listener. | Orally retell stories, engaging the listener through eye contact, expression and gesture. | Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales.</i> |
| | Discuss morals in fables, e.g. <i>The Hare and the Tortoise, The Fox and the Crow, The Lion and the Mouse.</i> | Discuss themes in fairy tales and folk tales e.g. <i>good over evil, weak and strong, wise and foolish, rich and poor.</i> | Identify and discuss themes in fairy tales and folk tales e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i> | Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i> |

Learning and Progression Steps in Reading

Planning for Progression: Year 3

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| | Identify and discuss conventions of fables e.g. <i>animals which behave like humans, a lesson learnt, one or two characters only.</i> | Discuss conventions of fairy tales or folk tales, introduced by the teacher e.g. <i>magical sentence, a wish, a spell or a chant, repeated several times.</i> | Identify and discuss conventions of fairy tales and folk tales e.g. <i>numbers three and seven in fairy tales, characters who speak in riddles, rhymes or old-fashioned English.</i> | Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times.</i> |
| | Prepare poems to read aloud by text marking, colour coding and annotating to support rehearsal and performance. | Prepare poems or play scripts to read aloud by text marking, colour coding and annotating to support rehearsal and performance. | Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. | Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. |
| Understanding the text | Choose favourite words and phrases from a range of texts. | Identify and discuss favourite words and phrases which capture the reader's interest and imagination. | Identify, discuss and independently collect favourite words and phrases which capture the reader's interest and imagination. | Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. |
| | Identify unfamiliar words and discuss possible meanings. | Work out the meaning of unfamiliar words by using the context. | Explain the meaning of unfamiliar words by using the context. | Explain the meaning of unfamiliar words by using the context. |
| | Use the first two letters to locate words in a dictionary. | Use dictionaries (first two letters) to check meanings of words they have read and identify the <i>appropriate</i> definition in relation to the context of the text. | Use dictionaries (first two letters) to check meanings of words they have read, identifying the <i>appropriate</i> definition and explaining its use in relation to the context of the text. | Use dictionaries to check meanings of words they have read. |
| | Use expression when reading aloud. | Use appropriate intonation and expression when reading aloud. | Use appropriate intonation, tone and volume when reading aloud. | Use intonation, tone and volume when reading aloud. |
| | Take note of punctuation when reading aloud, e.g. <i>pausing at full stops, changing voice in response to an exclamation mark.</i> | Take note of punctuation when reading aloud, e.g. <i>show a rising inflection in response to a question mark.</i> | Take note of punctuation when reading aloud, e.g. <i>changing voice in response to inverted commas, pausing at commas in lists and commas used to demarcate clauses.</i> | Take note of punctuation when reading aloud. |
| | Discuss their understanding of the text using tentative language, e.g. <i>Perhaps..., I am interested by...</i> | Discuss their understanding of the text using tentative language, e.g. <i>I am puzzled by..., I'd like to know if..., I'm not sure but...</i> | Discuss their understanding of the text using tentative language, e.g. <i>At first I thought...but now..., I was wondering whether...</i> | Discuss their understanding of the text. |
| | Raise own questions during the reading process to deepen understanding e.g. <i>What did he do..., What did he think when...?</i> | Raise own questions during the reading process to deepen understanding e.g. <i>Why did..., How did...? What happened when...?</i> | Raise own questions during the reading process to deepen understanding e.g. <i>Why did the character..., What might happen if she..?</i> | Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i> |

Learning and Progression Steps in Reading

Planning for Progression: Year 3

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| | Draw inferences around characters actions, e.g. <i>Why did the Pied Piper take revenge? Why did the hare challenge the tortoise to a race?</i> | Draw inferences around characters thoughts, feelings and actions. | Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text. | Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. |
| | Make predictions based on details stated. | Make plausible predictions based on details stated. | Make predictions based on details stated, giving reasons. | Make predictions based on details stated. |
| | Respond to a statement using true or false; give simple reasons, drawing on the text, e.g. <i>The Snow Queen is an evil character – true or false?</i> | Provide evidence to support a statement provided by the teacher, e.g. <i>The Iron Man is a mysterious character. What evidence is there to support this point?</i> | Justify responses to the text using the PE prompt (Point + Evidence). | Justify responses to the text using the PE prompt (P oint + E vidence). |
| | Discuss the purpose of paragraphs in non-fiction texts, e.g. <i>non-chronological reports, biographies, persuasive letters.</i> | Discuss the purpose of paragraphs in non-fiction texts and identify the key idea of each paragraph, e.g. <i>discussion texts, information texts.</i> | Discuss the purpose of paragraphs and identify the key idea of each paragraph by labelling, e.g. <i>explanations, information texts.</i> | Discuss the purpose of paragraphs. Identify a key idea in a paragraph. |
| | Analyse texts looking at structure and presentation e.g. <i>persuasive letters and leaflets, shape poems and calligrams.</i> | Analyse texts looking at language, structure and presentation e.g. <i>poems on a theme, discussion texts.</i> | Analyse and evaluate texts looking at language, structure and presentation e.g. <i>play scripts, classic poetry, explanations.</i> | Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram etc.</i> |
| Non-fiction information retrieval | Activate prior knowledge and prepare for research by creating a mind map, or concept map, of what is already known about the subject. | Prepare for research by identifying what is already known and generate possible questions about the subject. | Prepare for research by identifying what is already known about the subject, generate key questions to structure the task, e.g. <i>create a KWL grid</i> . Complete the KWL grid with answers to questions generated. | Prepare for research by identifying what is already known about the subject and key questions to structure the task. |
| | Identify how specific information is organised within a non-fiction text e.g. <i>sub headings, bullet points, glossaries, diagrams.</i> | Describe how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossaries, diagrams. | Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossaries, diagrams.</i> | Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams.</i> |
| | Use a title, cover and blurb to determine whether a book will provide relevant information for research. | Use the title and contents page to appraise whether a book will provide relevant information for research. | Quickly appraise a text to evaluate usefulness. | Quickly appraise a text to evaluate usefulness. |

Learning and Progression Steps in Reading

Planning for Progression: Year 3

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| | Locate features of information texts in print and on screen, e.g. <i>contents, index, page numbers, hyperlinks and icons</i> . | Locate features of information texts in print and on screen, e.g. <i>contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus</i> . | Navigate texts in print and on screen using contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus. | Navigate texts in print and on screen. |
| | Record information from non-fiction texts. Complete charts using key words, phrases or sentences. | Record information from non-fiction texts by making simple notes e.g. <i>key words and phrases, page references and headings, and use these in subsequent writing</i> . | Record information from a range of non-fiction texts. Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. <i>flow chart, 'for' and 'against' columns</i> . | Record information from a range of non-fiction texts. |
| Participating in Discussion | Participate in discussion about what is read to them and books they have read independently, e.g. <i>answering questions, and making relevant comments</i> . | Participate in discussion about what is read to them and books they have read independently, e.g. <i>generating, asking and answering questions, making comments using tentative language</i> . | <i>Participate in discussion about what is read to them and books they have read independently, e.g. expressing preferences, providing opinions, generating, asking and answering questions, and making relevant comments</i> . | Participate in discussion about what is read to them and books they have read independently. |
| | Discuss and follow simple rules for discussion. | Consider and choose from a selection of rules for effective discussion provided by the teacher. | Develop and agree on rules for effective discussion, taking turns and listening to what others say. | Develop and agree on rules for effective discussion. Take turns and listen to what others say. |
| | Make contributions in group situations e.g. <i>pairs and guided groups</i> . | Make and respond to contributions in group situations e.g. <i>pairs and guided groups</i> . | Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i> . | Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i> . |

Year 3 Word List for Reading and Spelling

| | | | | | |
|----------------|---------------|------------|----------------|----------|-------------|
| accident(ally) | century | February | length | popular | strange |
| actual(ly) | circle | forward(s) | library | potatoes | thought |
| address | decide | fruit | minute | promise | through |
| answer | describe | heard | naughty | purpose | weight |
| arrive | early | heart | notice | quarter | woman/women |
| believe | earth | height | occasion(ally) | question | |
| bicycle | eight /eighth | history | often | reign | |
| centre | enough | learn | perhaps | sentence | |

Learning and Progression Steps in Reading

Planning for Progression: Year 4

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| Range: | Books at an age appropriate interest level including: <ul style="list-style-type: none"> ▪ fiction e.g. myths, fairy tales, fantasy, issues and dilemmas, play scripts ▪ non-fiction e.g. newspapers, explanations, information, persuasion, discussion ▪ poetry e.g. classic poetry, kenning, haiku, cinquain, poems on a theme | | | |
| | LAP 1 | LAP 2 | LAP 3 | Key Learning |
| Book Band: | Brown/Grey | Grey | Grey | |
| Word Reading | Use knowledge of root words to understand meanings of words, e.g. <i>fame, famous, famously; surprise, surprisingly; decide, undecided, decision, indecisive; appear, reappear, disappear, appearance; favour, favourite, favourable.</i> | Use knowledge of root words to understand meanings of words, e.g. <i>strange, stranger, strangely, estranged; probable, probably, improbable; guide, misguided, guiding; answer, unanswered, answerable; centre, central, centred.</i> | Use knowledge of root words to understand meanings of words, e.g. <i>separate, separately, separation; image, imagine, imagination; continue, continually, continuation; inform, information, informative, informant; adore, adoringly, adoration.</i> | Use knowledge of root words to understand meanings of words. |
| | Use prefixes to understand meanings e.g. <i>ir-</i> (meaning 'not'): <i>irregular, irreplaceable, irresponsible;</i> <i>il-</i> (meaning 'not') <i>illegal; illogical.</i> | Use prefixes to understand meanings e.g. <i>sub-</i> (meaning 'under'): <i>subheading, submarine, submerge.</i> <i>Inter-</i> (meaning 'between'): <i>interact, intercity, international.</i> | Use prefixes to understand meanings e.g. <i>super-</i> (meaning 'above/beyond'): <i>superman, supermarket; anti-</i> (meaning 'against'): <i>antiseptic, anticlockwise, antisocial; auto-</i> (meaning 'self' or 'own'): <i>autograph, autobiography.</i> | Use prefixes to understand meanings e.g. <i>in-</i> , <i>ir-</i> , <i>sub-</i> , <i>inter-</i> , <i>super-</i> , <i>anti-</i> , <i>auto-</i> . |
| | Use suffixes to understand meanings of nouns e.g. <i>-tion</i> (meaning 'act of' or 'state of'): <i>invention, description;</i> <i>-ssion</i> (meaning 'act of' or 'state of'): <i>confession, admission.</i> | Use suffixes to understand meanings e.g. <i>-cian</i> (meaning 'having a skill or art'): <i>musician, electrician.</i> <i>-sion</i> (meaning 'act of' or 'state of'): <i>decision, invasion, confusion.</i> | Use suffixes to understand meanings of nouns e.g. <i>-ation</i> (indicating action or state): <i>admiration, preparation, adoration, sensation, information.</i> | Use suffixes to understand meanings e.g. <i>-ation</i> , <i>-tion</i> , <i>-ssion</i> , <i>-cian</i> , <i>-sion</i> . |
| | Read and understand selected words from the Year 4 list. | Read and understand selected words from the Year 4 list. | Read and understand selected words from the Year 4 list. | Read and understand words from the Year 4 list. |
| Developing pleasure in reading and motivation to read | Speak confidently about texts using prompts such as: I really liked the part when..., The scariest/funniest/saddest part was ...; The part I really saw in my imagination was... | Orally respond to texts, enthusiastically sharing their opinions. Capture some responses in writing e.g. <i>performing and recommending poems, completing a recommended reads chart, creating a book review board game.</i> | Demonstrate enthusiasm for wider reading by confidently sharing opinions. Capture responses in writing in a variety of ways e.g. comparing and ranking characters, contributing to a book recommendation display. | Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i> |
| | Prepare a poem and/or play script to perform to the class. Use text marking, colour coding and annotations to support planning and rehearsal. Perform with expression. | Prepare a poem and/or play script to perform to another class or assembly, showing understanding through intonation, tone, volume and action. Use text marking, colour coding and annotations to support planning and rehearsal. | Prepare a poem to perform and learn by heart. Use text marking, colour coding and annotations to support planning and rehearsal Perform the poem to an audience, showing understanding through intonation, tone, volume and action. | Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Learn a range of poems by heart and rehearse for performance. |

Learning and Progression Steps in Reading

Planning for Progression: Year 4

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| | Orally retell myths, fairy tales and tales from other cultures, engaging the listener through eye contact, expression and gesture | Orally retell myths, fairy tales and stories from other cultures, engaging the listener through use of eye contact, expression, gesture / props. | Orally retell myths, fairy stories and stories from other cultures, engaging the listener through dramatic use of voice and actions. | Orally retell a range of stories, including less familiar fairy stories, myths and legends. |
| Understanding the text | Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination in poetry and narrative texts. | Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination in poetry and narrative texts <i>e.g. alliteration, noun phrases.</i> | Identify, discuss and independently collect effective words and phrases which capture the reader's interest and imagination in poetry and narrative texts <i>e.g. similes and metaphors.</i> | Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination <i>e.g. metaphors, similes.</i> |
| | Identify key vocabulary and discuss possible meanings. | Work out the meaning of unfamiliar vocabulary using the context. | Explain the meaning of key vocabulary within the context of the text. | Explain the meaning of key vocabulary within the context of the text. |
| | Use the first three letters to locate words in a dictionary. | Use dictionaries (first three letters) to check meanings of words they have read and identify the appropriate definition in relation to the context of the text. | Use dictionaries (first three letters) to check meanings of words they have read, identifying the appropriate definition and explaining its use in relation to the context of the text. | Use dictionaries to check meanings of words in the texts that they read. |
| | Use punctuation to determine intonation and expression when reading aloud to a range of audiences, <i>e.g. changing voice in response to inverted commas, pausing at commas in lists and commas used to demarcate clauses.</i> | Use punctuation to determine intonation and expression when reading aloud to a range of audiences, <i>e.g. pausing at the comma after a fronted adverbial.</i> | Use punctuation and the meaning of key words to determine intonation and expression when reading aloud to a range of audiences, <i>e.g. The tour guide announced 'Be back here at four o'clock!'</i> | Use punctuation to determine intonation and expression when reading aloud to a range of audiences. |
| | Make predictions from different parts of the story, based on information stated. | Distinguish between information which is stated and that which is implied, <i>e.g. complete a sorting activity using some statements which make direct references to the text and others which contain implied information.</i> | Make predictions based on information stated and that which is implied. | Make predictions based on information stated and implied. |
| | Demonstrate active reading strategies and capture in reading journals <i>e.g. generating questions, finding answers, story shapes and charts, role on the wall.</i> | Demonstrate active reading strategies and capture in reading journals <i>e.g. visualisation, constructing images, relationship grids and freeze frames.</i> | Demonstrate active reading strategies and capture in reading journals <i>e.g. book talk, generating questions, refining thinking, modifying questions, feelings graph to show how characters' emotions develop, and character ranking to order most powerful to least powerful with evidence from the text.</i> | Demonstrate active reading strategies <i>e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</i> |
| | Identify and discuss themes introduced by the teacher <i>e.g. safe and dangerous, rich and poor.</i> | Identify and discuss themes <i>e.g. just and unjust.</i> | Identify, discuss and compare themes across more than one text <i>e.g. origins of the earth, its people and animals.</i> | Identify, analyse and discuss themes <i>e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.</i> |

Learning and Progression Steps in Reading

Planning for Progression: Year 4

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| | Draw inferences around characters' actions and justify with evidence from the text. | Draw inferences around characters' thoughts and feelings, and justify with evidence from the text. | Draw inferences around characters' motives, and justify with evidence from the text. | Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. |
| | Justify responses to the text using the PE prompt. Using a Point provided by the teacher, children find supporting Evidence (Point + Evidence). | Justify responses to the text using the PE prompt. Teacher provides a piece of Evidence from the text for exploration and asks what Point is made. (Point + Evidence). | Justify responses to the text using the PE prompt (Point + Evidence). Consider a <i>range</i> of Evidence statements, provided by the teacher, and summarise the Point . | Justify responses to the text using the PE prompt (Point + Evidence). |
| | Identify the main idea from one paragraph and summarise orally e.g. <i>In narrative - The main character is alarmed because... or in a Newspaper - The event took place on... at...</i> | Identify main ideas drawn from more than one paragraph and summarise orally e.g. <i>In narrative - The main character decided to leave because ... with two or more reasons, or in persuasive texts - Buy this today... because... with 1/2/3 reasons across a text.</i> | Identify main ideas drawn from more than one paragraph and summarise these orally and in writing e.g. <i>The character is evil because...1/2/3 reasons; Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i> | Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i> |
| | Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning e.g. <i>newspapers, classic poetry, explanations.</i> | Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning e.g. <i>persuasion, non-chronological reports, issues and dilemmas</i> | Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning e.g. <i>poems with a structure, folk tales, discussion texts.</i> | Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. |
| | Recognise different forms of poetry e.g. <i>limericks, riddles, calligrams, classic poems, narrative poems.</i> | Recognise and analyse different forms of poetry e.g. <i>limericks, riddles, calligrams, classic poems, narrative poems.</i> | Recognise and analyse a wider range of poetry e.g. <i>haiku, limericks, kennings, classic poems, narrative poems.</i> | Recognise and analyse different forms of poetry e.g. <i>haiku, limericks, kennings.</i> |
| Non-fiction information retrieval | Prepare for research by identifying what is already known, generate key questions to structure the task, e.g. <i>create a KWL grid</i> . Complete the KWL grid with answers to generated questions. | Before researching, orally recall existing knowledge on the subject, and reduce the options for enquiry by posing focused questions. | Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. | Prepare for research by identifying what is already known about the subject and key questions to structure the task. |
| | Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, glossaries, diagrams, bibliographies.</i> | Evaluate how specific information is organised within a non-fiction text in print and on screen e.g. <i>text boxes, sub-headings, bullet points, glossary, diagrams. contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.</i> | Analyse and evaluate how specific information is organised within a nonfiction text in print and on screen e.g. <i>text boxes, sub-headings, bullet points, glossary, diagrams. contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.</i> | Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> |
| | Locate features of information texts in print and on screen. Scan texts in print or on screen to locate dates, numbers and names. | Scan texts in print or on screen to locate dates, numbers and names, headings, lists, bullet points, captions. | Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences. | Scan for dates, numbers and names. |

Learning and Progression Steps in Reading

Planning for Progression: Year 4

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| | Use graphic organisers as a tool to support collection and organisation of information <i>e.g. spidergram, flow chart, 'for' and 'against' columns.</i> | Make a simple record of information from texts read, <i>e.g. by listing words, drawing together notes from more than one source.</i> | Make short notes, <i>e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.</i> | Record information from a range of non-fiction texts. Navigate texts, <i>e.g. using contents and index pages, in order to locate and retrieve information (print or on screen).</i> |
| | Identify how paragraphs are used to organise and sequence information. | Explain how paragraphs are used to order or build up ideas. | Explain how paragraphs are used to order or build up ideas, and how they are linked. | Explain how paragraphs are used to order or build up ideas, and how they are linked. |
| Participating in discussion | Participate in discussion about what is read to them and books they have read independently <i>e.g. expressing preferences, providing opinions, generating, asking/answering questions, and making relevant comments</i> | Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say, <i>e.g. building on the ideas and contributions of others and sharing personal reflections.</i> | Participate in discussion about what is read to them and books they have read independently, taking turns and listening to others <i>e.g. expressing preferences and giving reasons, making recommendations or challenging others courteously.</i> | Make and respond to contributions in a variety of group situations <i>e.g. whole class, independent reading groups, book circles.</i> |
| | Evaluate rules for effective discussion which have been provided by the teacher. Agree on a selection to be used. | Develop and agree on rules for effective discussion, taking turns and listening to what others say. | Develop, agree on, use and reflect upon rules for effective discussion. | Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. |
| | Make and respond to contributions in a variety of group situations <i>e.g. whole class, pairs, guided groups, book circles.</i> | Make extended contributions by making a point and elaborating, <i>e.g. using an example, quoting directly from the text, making links with prior experiences of reading or real life situations.</i> | Make appropriately extended contributions and respond to others in a variety of group situations <i>e.g. whole class, independent reading groups, book circles.</i> | Develop, agree on and evaluate rules for effective discussion. |

| Year 4 | | | | | |
|---------------|------------|-----------|---------------------|----------|-----------------|
| appear | continue | grammar | material | possible | suppose |
| breadth | different | group | medicine | pressure | surprise |
| breathe | difficult | guard | mention | probably | therefore |
| build | disappear | guide | natural | recent | though/although |
| busy/business | exercise | imagine | opposite | regular | |
| calendar | experience | important | ordinary | remember | |
| caught | experiment | increase | particular | separate | |
| certain | extreme | interest | peculiar | special | |
| complete | famous | island | position | straight | |
| consider | favourite | knowledge | possess(ion) | strength | |

Learning and Progression Steps in Reading

Planning for Progression: Year 5

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| Range: | Books at an age appropriate interest level including: <ul style="list-style-type: none"> ▪ fiction e.g. modern fiction, myths, legends, fiction from our literary heritage and books from other cultures and traditions. ▪ non-fiction e.g. persuasive texts, magazines, discursive texts. ▪ poetry e.g. classic narrative poetry, limericks, haiku, poems with figurative language. | | | |
| | LAP 1 | LAP 2 | LAP 3 | Key Learning |
| Book Band: | Blue | Blue | Blue | |
| Word Reading | Use knowledge of root words and suffixes to understand meanings e.g. <i>-ible (meaning 'capable of') – accessible, visible, terrible, audible.</i> <i>-able (meaning 'capable of') – reliable, dependable, reasonable.</i> <i>-ibly (meaning 'capable of') – legibly, incredibly, forcibly.</i> <i>-ably (meaning 'capable of') – considerably, admirably, amiably.</i> | Use knowledge of root words and suffixes to understand meanings e.g. <i>-ant (meaning 'a person who') – observant, hesitant, tolerant.</i> <i>-ance (meaning 'quality, action, state or process') – observance, hesitance, tolerance, substance.</i> <i>-ancy (meaning 'state' or 'quality') – pregnancy, buoyancy, absorbency.</i> | Use knowledge of root words and suffixes to understand meanings e.g. <i>-ent (meaning 'quality, action, state or process') – innocent, decent, frequent, confident.</i> <i>-ence (meaning 'quality, action, state or process') – innocence, confidence, obedience, independence.</i> <i>-ency (meaning 'quality, action, state or process') – frequency, decency, contingency, inefficiency, clemency.</i> | Use knowledge of root words to understand meanings of words. Use suffixes to understand meanings e.g. <i>-ant, -ance, ancyl, -ent, ence, -ency, -ible, -able, -ibly, -ably.</i> |
| | Read and understand selected words from the Year 5 list (selected from the statutory Year 5/6 word list). | Read and understand selected words from the Year 5 list (selected from the statutory Year 5/6 word list). | Read and understand selected words from the Year 5 list (selected from the statutory Year 5/6 word list). | Read and understand words from the Year 5 list (selected from the statutory Year 5/6 list). |
| Maintaining positive attitudes to reading | Recommend books and poems to their peers with reasons for choices, e.g. <i>contribute to a 'what are you reading?' display; give short, oral recommendations in small groups.</i> | Recommend fiction books or authors to their peers with detailed reasons for opinions, e.g. <i>add comments to card inserts for books in the class library or contribute to a reading blog.</i> | Recommend non-fiction books or texts to their peers with reasons for choices, e.g. <i>newspaper or magazine article, information books or websites.</i> | Recommend books to their peers with reasons for choices. Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. |
| | Prepare a play script to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal. | Prepare a poem to perform and learn by heart, e.g. <i>classic narrative, limerick or haiku.</i> Use text marking, colour coding and annotations to support planning and rehearsal. Show understanding through intonation, tone, volume and action so the meaning is clear to an audience. | Prepare poems to perform and learn by heart, e.g. <i>poems with figurative language, including ones they have written themselves.</i> Use text marking, colour coding and annotations to support planning and rehearsal. Perform with intonation, tone, volume and action so the meaning is clear to an audience. | Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. |
| Understanding texts they read independently and those which are read to them | Identify unfamiliar vocabulary and discuss possible meanings. | Work out the meaning of unfamiliar vocabulary using the context. | Explain the meaning of new vocabulary within the context of the text. | Explain the meaning of words within the context of the text. |

Learning and Progression Steps in Reading

Planning for Progression: Year 5

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| | Use punctuation to determine intonation and expression when reading aloud, taking note of how commas are used to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' | Use commas to determine intonation and expression when reading aloud, e.g. commas used to: <ul style="list-style-type: none"> • demarcate clauses (including relative clauses); • follow a fronted adverbial; • avoid ambiguity. | Use devices to indicate parenthesis (commas, dashes and brackets) to determine intonation and expression. when reading aloud, e.g. <i>The cake was lovely – delicious in fact – so I had another slice.</i> | Use punctuation to determine intonation and expression when reading aloud to a range of audiences. |
| | Demonstrate understanding by using a range of active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. | Demonstrate understanding by using a range of active reading strategies, including drama, and capture thoughts in writing e.g. <i>freeze frames and thought tracking at different points in the story, writing in role.</i> | Demonstrate understanding by using a range of active reading strategies through book talk e.g. <i>stating and justifying opinions, considering the views of others and asking questions.</i> | Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal.</i> |
| | Using a piece of evidence identified by the teacher, (e.g. a section of speech, or description of a character's behaviour), draw inferences around the character's thoughts and feelings. | Draw inferences around characters' thoughts and feelings from their actions and justify inferences with evidence, e.g. <i>What might Alice's thoughts have been immediately before drinking the potion? What evidence do you have?</i> | Draw inferences about characters' motives and justify inferences with references to characters' thoughts and feelings e.g. <i>Why did Bess pull the trigger in the poem 'The Highwayman'?</i> | Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. |
| | Use clues from characters' actions and speech to make plausible predictions. | Use clues from the author's descriptions of settings and characters (including actions and speech) to predict outcomes. | Predict consequences using a combination of information, including that which is stated and that which is implied. | Predict what might happen from information stated and implied. |
| | Use close reading, re-reading and reading ahead to locate evidence to support a statement provided by the teacher, e.g. <i>When Lucy went through the wardrobe, she knew she had entered a new land.</i> Discuss and capture in writing. | Formulate a simple hypothesis related to non-fiction (e.g. <i>I think this author believes aliens could exist</i>) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation. | Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding. | Through close reading of the text, re-read and read ahead to locate clues to support understanding. |
| | Discuss a theme within a text, identified by the teacher e.g. <i>rags to riches, difference, facing fear.</i> Explore how the theme acts as a one word summary of the story, identifying evidence to support this. | Discuss a theme, identified by the teacher, within a poem, e.g. <i>childhood, love, loyalty, betrayal.</i> Explore how the theme acts as a one word summary of the poem, identifying evidence to support this. | Explore and discuss themes within and across texts e.g. <i>select, from a range provided by the teacher, the theme which acts best as a one word summary of a story or poem.</i> | Explore themes within and across texts e.g. <i>loss, heroism, friendship.</i> |

Learning and Progression Steps in Reading

Planning for Progression: Year 5

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| | Compare characters within a text, <i>e.g. two different characters, or the same character at key points on their journey through a story. Capture in writing.</i> | Compare settings within and across texts. | Compare the viewpoints of different characters, <i>e.g. of the same events.</i> | Make comparisons within a text <i>e.g. characters' viewpoints of same events.</i> |
| | Distinguish between statements of fact and opinion within a text <i>e.g. persuasion.</i> | Distinguish between statements of fact and opinion within a text <i>e.g. magazines, information texts linked to cross curricular themes.</i> | Distinguish between statements of fact and opinion across texts, <i>e.g. two contrasting accounts of the same historical event, or two opposing points of view about an issue being debated.</i> | Distinguish between statements of fact or opinion within a text. |
| | Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences. | Scan for key information in non-fiction texts and text mark <i>e.g. identify words and phrases which tell you ..., or find three words or phrases which suggest that ...</i> | Scan for key information and text mark in fiction and non-fiction <i>e.g. identify words and phrases which tell you the character has a hard life, or find three words or phrases which suggest that the author is opposed to deforestation.</i> | Scan for key words and text mark to locate key information. |
| | Identify the main idea of a paragraph in fiction and non-fiction and write a statement or paragraph heading to summarise. | Orally summarise the main ideas drawn from more than one paragraph in a fiction text and identify key details which support this by text marking and annotation. | Summarise, orally and in writing, main ideas drawn from more than one paragraph and identify key details which support this. | Summarise main ideas drawn from more than one paragraph and identify key details which support this. |
| | Answer questions and justify responses to the text using the PE prompt (Point + Evidence), <i>e.g. I think... I know this because the author says...</i> | Create responses to the text using the PEE prompt (Point + Evidence + Explanation), <i>e.g. children are given the point and evidence and they are required to provide the explanation.</i> | Justify opinions and elaborate by referring to the text, <i>e.g. using the PEE prompt - Point + Evidence + Explanation, e.g. I think ...(point) I know this because the author says...(evidence) This evidence shows that...(explanation).</i> | Justify opinions and elaborate by referring to the text, <i>e.g. using the PEE prompt - Point + Evidence + Explanation.</i> |
| | Analyse the conventions of different types of writing <i>e.g. use of rhetorical questions or alliteration in persuasive advertisements.</i> | Identify how language, structure and presentation contribute to meaning in poetry, <i>e.g. limericks, haiku, poems on a theme.</i> | Identify how language, structure and presentation contribute to meaning in fiction and non-fiction texts <i>e.g. formal letter, persuasive speech, myths, legends.</i> | Identify how language, structure and presentation contribute to meaning <i>e.g. formal letter, informal diary, persuasive speech.</i> |
| Evaluating the impact of the author's use of language | Explore, recognise and use the term simile. Explain the effect on the reader of the authors' use of similes in fiction and poetry, <i>e.g. It makes me imagine..., It's the author's way of saying...</i> | Explore, recognise and use the terms metaphor and simile. Explain the effect on the reader of the authors' choice of language, <i>e.g. It makes me imagine..., It's the author's way of saying...</i> | Explore imagery in fiction and poetry, recognising and explaining the effect of noun phrases, metaphors and similes. | Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors' choice of language. |

Learning and Progression Steps in Reading

Planning for Progression: Year 5

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| Participating in discussion and debate | Make active contributions to discussions about fiction and poetry, expressing opinions and preferences, and giving reasons. | Make active contributions to discussions about non-fiction, expressing opinions and preferences, and giving reasons. | Make active contributions to discussions about fiction, non-fiction and poetry expressing opinions and preferences, and giving reasons. | Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. |
| | Prepare and deliver a short oral presentation linked to fiction, <i>e.g. a character, author or book recommendation, explaining their understanding of what they have read.</i> | Prepare and deliver a short oral presentation linked to non-fiction, e.g. another curriculum area. Include a specific focus on the use of Standard English, e.g. avoidance of informal words such as 'stuff' and 'thing'; ensuring correct subject and verb agreement when using singular and plural (was/were). | Prepare and deliver a short oral presentation linked to fiction and nonfiction, explaining their understanding of what they have read. Speak audibly and fluently with an increasing command of Standard English. | Prepare formal presentations individually or in groups. Use notes to support presentation of information. |
| | Following a presentation linked to reading, ask and answer relevant questions to deepen understanding and generate further discussion. | Following a presentation linked to reading, prepare questions using Standard English and then submit these to the speaker for response. | Using Standard English, respond to a question from an audience or group member following a presentation linked to reading. | Respond to questions generated by a presentation. Participate in debates on an issue related to reading (fiction or non-fiction). |

| Year 5 | | | | | |
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| apparent | cemetery | determined | explanation | interfere | occupy |
| rhythm | amateur | communicate | develop | familiar | language |
| occur | secretary | ancient | community | dictionary | foreign |
| leisure | persuade | shoulder | available | conscience* | environment |
| forty | lightning | physical | soldier | average | convenience |
| equip (-ped, -ment) | government | muscle | programme | stomach | bargain |
| curiosity | excellent | hindrance | neighbour | queue | temperature |
| bruise | desperate | existence | individual | nuisance | recognise |
| twelfth | rhyme | vegetable | | | |

Learning and Progression Steps in Reading

Planning for Progression: Year 6

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| Range: | Books at an age appropriate interest level including: <ul style="list-style-type: none"> fiction e.g. modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions. non-fiction e.g. biographies, explanation texts, hybrid texts, persuasive texts. poetry e.g. classic poetry, poems with imagery, poems on a theme. | | | |
| | LAP 1 | LAP 2 | LAP 3 | Key Learning |
| Book Band: | Red | Red | Red | |
| Word Reading | Work out unfamiliar words by focusing on all letters in the word, e.g. <i>not reading invitation for imitation</i> . | Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment. | | <i>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation. Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.</i> |
| | Use suffixes to understand meanings e.g. -cious (meaning 'having' or 'full of') – malicious, suspicious. -tious (meaning 'having' or 'full of') – nutritious, cautious. | Use suffixes to understand meanings e.g. -cial (meaning 'relating to') -official, special, artificial. -tial, (meaning 'relating to') – partial, confidential, essential. | | Use suffixes to understand meanings e.g. -cious, -tious, -tial, - |
| | Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list). | Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. | Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. | Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) – see below. |
| | | | Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin. | Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin. |
| Maintaining positive attitudes to reading | Recommend books to their peers with detailed reasons for their opinions, e.g. <i>contributing to reading blogs, being a reading champion working with reluctant readers.</i> | Recommend books to their peers with detailed reasons for their opinions, e.g. <i>writing recommendation card inserts for books in the library, presentations within a reading assembly.</i> | Recommend books to their peers, orally and in writing, with detailed reasons for their opinions, e.g. <i>recommending books with particular attention to the interests and preferences of peers, recommending books within a book circle.</i> | Recommend books to their peers with detailed reasons for their opinions. |
| | Prepare a poem to perform and learn by heart e.g. <i>songs or poetry they have written themselves.</i> Use intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal. | Prepare a poem to perform and learn by heart e.g. <i>poems with imagery.</i> Show understanding through intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal. | Prepare poems (e.g. classic narrative poetry) and plays and perform with dramatic effects. Use text marking, colour coding and annotations to support planning and rehearsal. | Prepare poems and play scripts to read aloud and perform using dramatic effects. |

Learning and Progression Steps in Reading

Planning for Progression: Year 6

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| Understanding texts they read independently and those which are read to them | Identify unfamiliar vocabulary and discuss possible meanings. | Work out the meaning of unfamiliar vocabulary using the context. | Explain the meaning of new vocabulary within the context of the text. | Explain the meaning of new vocabulary within the context of the text. |
| | Demonstrate active reading strategies through book talk e.g. <i>stating and justifying opinions, considering the views of others and asking questions</i> . Capture in reading journals. | Demonstrate active reading strategies through book talk e.g. raising questions, justifying opinions and responding to different viewpoints within a group. Capture in reading journals. | Demonstrate active reading strategies through book talk e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i> . Capture in reading journals. | Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. Use a reading journal to record on-going reflections and responses to personal reading. |
| | Justify responses to the text using the PEE prompt (Point + Evidence + Explanation). Using a Point provided by the teacher, children find supporting Evidence (Point + Evidence) and explain using their own words. | Justify responses to the text using the PEE prompt (Point + Evidence + Explanation). Using some evidence provided by the teacher, children identify/summarise a plausible Point and provide further explanation using their own words. | Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation. | Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation. |
| | Using evidence selected by the teacher (e.g. <i>the author's description, and from characters' actions and dialogue</i>), infer characters' thoughts and feelings. | Draw inferences around characters' thoughts and feelings, e.g. How might Tom be feeling? What evidence supports this? | Infer characters' motives from their actions, e.g. <i>Why did Fagin look after the boys? What evidence do you have to support this?</i> | Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <i>Point+Evidence+Explanation</i> . |
| | Use clues from characters' actions and speech to make plausible Predictions. | Use clues from the author's descriptions of settings and characters (<i>including actions and speech</i>) to predict outcomes. | Predict consequences using a combination of information, including that which is stated and that which is implied. | Predict what might happen from information stated and implied. |
| | Formulate a simple hypothesis related to fiction (e.g. <i>I would not have enjoyed Dorothy's life on the farm in Kansas</i>) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture in writing. | Formulate a simple hypothesis related to non-fiction (e.g. I think this is a hybrid text with elements of instruction, explanation and persuasion) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation. | Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding. | Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. |
| | Compare characters within and across texts. | Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i> . | Compare texts written in different periods. | Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i> . Compare characters within and across texts. Compare texts written in different periods. |

Learning and Progression Steps in Reading

Planning for Progression: Year 6

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| | Discuss a theme within a text, identified by the teacher e.g. <i>loss, friendship, survival</i> . Explore how the theme acts as a one word summary of the story, identifying evidence to support this. | Using a selection of themes provided by the teacher (e.g. <i>ambition, fortune, power</i>) identify the most suitable one to act as a one word summary of the story. Justify opinions using evidence from the text. | Recognise and discuss themes within and across a range of texts e.g. <i>hope, family, love, homes</i> . | Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival</i> . |
| | Distinguish between statements of fact and opinion within a text e.g. <i>biography, review of a play or performance</i> . | Distinguish between statements of fact and opinion within a text e.g. <i>web pages, newspapers</i> . | Distinguish between statements of fact and opinion across a range of texts e.g. <i>first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook</i> . | Distinguish between statements of fact or opinion across a range of texts e.g. <i>first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook</i> . |
| | Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find three words or phrases which suggest that a theme park is exciting</i> . | Skim to gain an overall sense of the text. | Use a combination of skimming, scanning and close reading across a text to locate specific detail. | Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting. Skim for gist. Use a combination of skimming, scanning and close reading across a text to locate specific detail. |
| Evaluating the impact of the author's use of language | Explore, recognise and use the term personification. Describe its effect within a text. | Explore, recognise and use the term analogy, e.g. <i>Life is like a race. The one who keeps running wins the race and the one who stops to catch a breath loses or Just as a sword is the weapon of a warrior, a pen is the weapon of a writer</i> . | Explore, recognise and use the terms style and effect. | Explore, recognise and use the terms personification, analogy, style and effect. |
| | Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words and phrases. | Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. | Explain the effect on the reader of the author's choice of language and reasons why the author may have chosen to break onventions, e.g. <i>one word sentence; beginning sentences with 'and' or 'but'; repeated use of the same word</i> . | Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. |
| Participating in discussion and debate | Make active contributions to discussions about what is read to them and books they have read independently, taking turns and listening to what others say, e.g. <i>expressing opinions and preferences, and giving reasons</i> . | Build on the views of others courteously, e.g. <i>I agree but also...; That's a thought...maybe...; Yes, and maybe...</i> | Challenge the views of others courteously, e.g. <i>I like that idea but have you thought about...; Ok, but what about looking at it this way...; I can see your point but...</i> | Participate in discussions about books, building on their own and others' ideas and challenging views courteously. |

Learning and Progression Steps in Reading

Planning for Progression: Year 6

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| | Prepare and deliver simple presentations, explaining and discussing their understanding of what they have read. | Prepare and deliver a short formal presentation, explaining and discussing their understanding of what they have read. | Prepare and deliver formal presentations, including for debates, explaining and discussing their understanding of what they have read. | Explain and discuss their understanding of what they have read, including through formal presentations and debates. Prepare formal presentations individually or in groups. |
| | Prepare and deliver a short oral presentation linked to reading, e.g. about a character, famous person. Deliver to a small group, e.g. guided reading group. | Prepare and use visual aids to support an oral presentation linked to reading, e.g. <i>pictures, props, ICT</i> . | Prepare and use notes to support an oral presentation, e.g. cue cards. | Use notes to support presentation of information. |
| | Respond to a question submitted by an audience/group member following a presentation linked to reading. Spend time structuring a response to the question before presenting it orally using Standard English. | Using Standard English, respond to questions generated by a presentation, re stating the original standpoint and supporting with further information and ideas. | Use formal language (e.g. the subjunctive; the passive voice, nominalisation) to respond to questions generated by a presentation linked to reading and/or research, e.g. If I were to...; My conscience requires that...; It could be argued that...; The proposed suggestion... | Respond to questions generated by a presentation. |

| Year 6 | | | | | |
|------------------|---------------------------------|-------------------|----------------------|-------------------|-------------|
| accommodate | category | disastrous | immediate(ly) | privilege | sincere(ly) |
| accompany | committee | embarrass | interrupt | profession | sufficient |
| according | competition | especially | marvellous | pronunciation | suggest |
| achieve | conscious* | exaggerate | mischievous | recommend | symbol |
| aggressive | controversy | frequently | necessary | relevant | system |
| appreciate | correspond | guarantee | opportunity | restaurant | thorough |
| attached | criticise (critic + ise) | harass | parliament | sacrifice | variety |
| awkward | definite | identity | prejudice | signature | vehicle |
| yacht | | | | | |

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