

## Great Horwood Church of England School – Reading Progression Map

	Year	Autumn Term	Spring Term	Summer Term
<b>Word Reading</b>	N	<ul style="list-style-type: none"> <li>• I understand that print has meaning</li> <li>• I understand that print can have different purposes</li> <li>• I understand that we read English text from left to right and from top to bottom</li> <li>• I understand the names of different parts of a book</li> <li>• I understand page sequencing</li> <li>• I can spot and suggest rhymes</li> <li>• I can count or clap syllables in a word</li> <li>• I can recognise words with the same initial sound such as money and mother</li> </ul>		
	R	<ul style="list-style-type: none"> <li>• I can read the individual letters by saying the sounds for them</li> <li>• I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences</li> <li>• I can read some letter groups that each one represent one sound and say the sounds for them</li> <li>• I can read a few common exception words match to GHs phonics programme</li> <li>• I can read simple phrases and sentences made up of words within known letter-sound correspondences and a few exception words</li> <li>• I can read aloud simple sentences that are consistent with my phonics knowledge including some common exception words</li> <li>• I can read words consistent with my phonic knowledge by sound blending</li> </ul>		
<b>Comprehension</b>	N	<ul style="list-style-type: none"> <li>• I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</li> <li>• I can say some of the words in songs and rhymes</li> <li>• I enjoy sharing books with an adult</li> <li>• I pay attention and respond to the pictures or the word in books</li> <li>• I have favourite books and seek them out to share with an adult or another child</li> <li>• I can repeat words and phrases from familiar stories</li> <li>• I can ask questions about a book. I make comments and share my ideas</li> <li>• I can develop play around my favourite stories using props</li> <li>• I notice some print, such as the first letter of my name</li> <li>• I engage in extended discussions about stories, learning new vocabulary</li> </ul>		
	R	<ul style="list-style-type: none"> <li>• I re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment</li> <li>• I can anticipate – where appropriate- key events in stories</li> <li>• I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary</li> <li>• I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play</li> </ul>		
<b>Word Reading Phonics and Decoding</b>	1	<ul style="list-style-type: none"> <li>• I know when to use phonic knowledge to decode words.</li> <li>• I read common words using phonic knowledge, where possible.</li> <li>• I read words of more than one syllable that contain taught GPCs.</li> <li>• I read phonically decodable texts.</li> </ul>	<ul style="list-style-type: none"> <li>• I know which parts of words can be decoded using phonics.</li> <li>• I blend sounds in unfamiliar words based on known GPCs.</li> <li>• I read words with familiar endings - s, es, ing, ed, er, est.</li> <li>• I read words which have the prefix –un added.</li> <li>• I read phonically decodable texts, with</li> </ul>	<ul style="list-style-type: none"> <li>• I hear and recognise all 40+ phonemes.</li> <li>• I match all 40+ graphemes to their phonemes (Phase 3).</li> <li>• I identify all 40+ graphemes in my reading.</li> <li>• I know that words can have omitted letters and that an apostrophe represents the omitted letters.</li> <li>• I find contractions in my reading.</li> </ul>

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			<p>confidence.</p> <ul style="list-style-type: none"> <li>I divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset.</li> </ul>	<ul style="list-style-type: none"> <li>I read words with contractions.</li> <li>I read compound words, for example, football, playground, farmyard, bedroom.</li> </ul>
	2	<ul style="list-style-type: none"> <li>I understand the importance of decoding words automatically.</li> <li>I understand that some words cannot be decoded with phonic strategies.</li> <li>I use the graphemes taught to blend sounds.</li> <li>I know that phonemes may be represented by different graphemes.</li> <li>I know that familiar words do not need to be sounded out and blended.</li> <li>I read these familiar words automatically and accurately without sounding or blending.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the same grapheme may be read in different ways.</li> <li>I recognise alternatives and consider which will make more sense.</li> <li>I recognise syllables in words.</li> <li>I know that breaking words into syllables helps fluent decoding.</li> <li>I know that other strategies can be used to read unfamiliar words.</li> <li>I use other strategies to support fluent decoding.</li> </ul>	<ul style="list-style-type: none"> <li>I read words of two or more syllables accurately.</li> <li>I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>I read these books fluently and confidently.</li> </ul>
	3	<ul style="list-style-type: none"> <li>I know that phonics is one strategy to help me read unfamiliar words.</li> <li>I know when phonic strategies will help me to read a word and when they will not.</li> <li>I know what a root word is.</li> <li>I understand how to use a root word to help me read unfamiliar words.</li> <li>I use root words to help me read unfamiliar words.</li> <li>I use root words to help me understand the meaning of unfamiliar words.</li> <li>I know what prefixes and suffixes are.</li> <li>I understand how prefixes and suffixes can change the meaning of a word.</li> <li>I use prefixes and suffixes to read unfamiliar words.</li> <li>I use prefixes and suffixes to understand the meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>I know that some words may have a similar pronunciation but may be written differently.</li> <li>I know that some of these are unusual.</li> <li>I use knowledge of unusual phoneme &amp; grapheme correspondences to help me read unfamiliar words.</li> <li>I know that unfamiliar words can be read by using knowledge of similar words (analogy).</li> </ul>	<ul style="list-style-type: none"> <li>I use analogy, drawing on the pronunciation of similar known words to read others.</li> </ul>
	4	<ul style="list-style-type: none"> <li>I use knowledge of learned prefixes and suffixes to help me read unfamiliar words.</li> <li>I use prefixes and suffixes to help me understand the meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</li> <li>I know that unfamiliar words can be read by using knowledge of known similar words</li> </ul>	<ul style="list-style-type: none"> <li>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>To apply their knowledge of root words, prefixes and suffixes/word endings to read</li> </ul>

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			(analogy). <ul style="list-style-type: none"> <li>I use analogy drawing on the pronunciation of similar known words to read others</li> </ul>	aloud fluently. <ul style="list-style-type: none"> <li>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>
	5	<ul style="list-style-type: none"> <li>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>	<ul style="list-style-type: none"> <li>I apply a growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</li> <li>I read half of the Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>I apply a growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</li> <li>I read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>
	6	<ul style="list-style-type: none"> <li>I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>	<ul style="list-style-type: none"> <li>I read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> </ul>	<ul style="list-style-type: none"> <li>I read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> </ul>
Reading Accurately Fluency	1	<ul style="list-style-type: none"> <li>I use picture clues to support my understanding.</li> <li>I use picture cues to deepen my understanding.</li> <li>I identify the characters in a story.</li> <li>I recognise a character's feelings.</li> <li>I say why a character has a feeling.</li> </ul>	<ul style="list-style-type: none"> <li>I use prior knowledge to understand texts.</li> <li>I identify unfamiliar words and ask about meaning.</li> <li>I use the context to make informed guesses about the meaning of unfamiliar words.</li> <li>I make predictions based on the events in the story.</li> <li>I give an opinion about a character.</li> <li>I know that stories can have similar characters.</li> </ul>	<ul style="list-style-type: none"> <li>I discuss the meaning of unfamiliar words with others.</li> <li>I know that stories can have similar patterns of events.</li> <li>I make links to other stories.</li> <li>I make links with characters in other stories.</li> <li>I can answer retrieval questions about a book.</li> <li>I use information from the story to support my opinion.</li> <li>I understand that a writer can leave gaps for the reader to fill.</li> <li>I answer questions which fill the gaps in a story. (Inference)</li> </ul>
	2	<ul style="list-style-type: none"> <li>I know that the purpose of reading is to make meaning.</li> <li>I know that there is a range of decoding strategies.</li> </ul>	<ul style="list-style-type: none"> <li>I self-correct when I have lost the meaning.</li> <li>I use prior knowledge and reading experiences to understand text.</li> <li>I use the context to understand texts.</li> </ul>	<ul style="list-style-type: none"> <li>I know what the inference - 'reading between the lines' - means.</li> <li>I find inferences about characters' feelings and thoughts.</li> </ul>

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		<ul style="list-style-type: none"> <li>• I check that text I read makes sense.</li> <li>• I re-read when I have lost the meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• I ask questions to clarify understanding.</li> <li>• I can find the answers to retrieval questions about stories, poems or non-fiction texts.</li> <li>• I recognise that a writer can have a message for the reader.</li> <li>• I can make predictions about possible events.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain inferences about characters' feelings and thoughts.</li> <li>• I give reasons for characters' actions or behaviour.</li> <li>• I recognise key ideas in a text.</li> <li>• I can explain a writer's message.</li> <li>• I can make predictions about how characters might behave.</li> </ul>
Reading Accurately Understanding	3	<ul style="list-style-type: none"> <li>• I check understanding in any book or text that I read.</li> <li>• I ask questions to ensure understanding of a text.</li> <li>• I know that there will be unfamiliar words in a text.</li> <li>• I know that texts have a main idea.</li> <li>• I identify the main idea of a text.</li> <li>• I know that the organisation and layout of a book helps me to understand it.</li> <li>• I know how to find key words or information in a text</li> </ul>	<ul style="list-style-type: none"> <li>• I ask questions to deepen understanding of a text.</li> <li>• I use the context of unfamiliar words to explain their meaning.</li> <li>• I give a personal response to a text.</li> <li>• I use evidence from the text to support my response.</li> <li>• I use clues from the text to predict what might happen next.</li> <li>• I know that the main idea in a narrative may also have a message for the reader.</li> <li>• I know that the message in a book is called the theme.</li> <li>• I recognise that books may have similar themes.</li> <li>• I understand that the organisation and layout may be different according to the purpose of the book.</li> <li>• I record key words or information found in a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>• I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</li> <li>• I explain my personal response.</li> <li>• I listen to others' personal responses to a text.</li> <li>• I adapt own response in the light of others' responses.</li> <li>• I know that characters' actions can tell the reader about their thoughts, feelings and motives.</li> <li>• I infer characters' feelings, thoughts and motives from their actions.</li> <li>• I give reasons for predicting what might happen next.</li> </ul>
	4	<ul style="list-style-type: none"> <li>• I frequently empathise with a character.</li> <li>• I know that the main idea of a text can be summarised in a sentence.</li> <li>• I know that many books have themes.</li> <li>• I discuss the possible theme/s in books.</li> <li>• I identify a theme in a book.</li> <li>• I know that the organisation and layout of books vary according to the purpose of the book</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that a reader needs to interact with a text to understand it fully.</li> <li>• I check understanding in any book or text read.</li> <li>• I actively seek the meaning of any words or language not understood.</li> <li>• I ask questions to ensure understanding of a text.</li> <li>• I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</li> </ul>	<ul style="list-style-type: none"> <li>• I ask questions to deepen understanding of a text – between and beyond the lines.</li> <li>• I find where the writer has written to make the reader respond in a certain way.</li> <li>• I adapt my own response in the light of others' responses.</li> <li>• I understand why a writer wanted the character to respond in a certain way.</li> <li>• I infer meaning using evidence from events, description and dialogue.</li> </ul>

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			<ul style="list-style-type: none"> <li>• I understand that a writer wants the reader to respond in a certain way.</li> <li>• I explain how the writer made sure of the reader's response, using evidence from the text.</li> <li>• I compare with others' personal responses to a text.</li> <li>• I understand why a character acted, responded or felt in a certain way.</li> <li>• I make predictions based on the text and from knowledge from other books.</li> <li>• I identify the main idea in paragraphs in a text.</li> <li>• I summarise the main idea of a text in a sentence.</li> <li>• I find evidence which shows what the theme is in a book.</li> <li>• I explain why the evidence shows what the theme is.</li> <li>• I use the organisation and layout of a book to find specific information.</li> </ul>	<ul style="list-style-type: none"> <li>• I make connections with books with similar themes.</li> </ul>
Reading Accurately Comprehension	5	<ul style="list-style-type: none"> <li>• I understand that there will be unfamiliar words in the texts I read.</li> <li>• I use dictionaries to check or find the meaning of unfamiliar words.</li> <li>• I ask questions to improve my understanding.</li> <li>• I re-read to check that the text is meaningful</li> </ul>	<ul style="list-style-type: none"> <li>• I use meaning-seeking strategies to explore the meaning of words in context.</li> <li>• I understand that inferences can be drawn from different parts of the text.</li> <li>• I justify inferences with evidence from the text.</li> <li>• I make predictions from evidence found and implied.</li> <li>• I summarise the main ideas drawn from a text.</li> </ul>	<ul style="list-style-type: none"> <li>• I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</li> <li>• I understand that inferences can be made by reading between and beyond the lines.</li> <li>• I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</li> <li>• I explain how the context of a text reflects the reaction of the audience it was written for.</li> </ul>
	6	<ul style="list-style-type: none"> <li>• I use meaning-seeking strategies to explore the words in context.</li> <li>• I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>• I ask questions to improve and deepen my understanding.</li> <li>• I re-read to check that the text is meaningful.</li> <li>• I know that a text may need to be read slowly or re-read to deepen my understanding.</li> <li>• I know that texts have different layers of meaning – between the lines and beyond the lines.</li> </ul>	<ul style="list-style-type: none"> <li>• I can find the different layers of meaning in a text.</li> <li>• I can explain how they contribute to the reader's understanding of the overall meaning, characters, themes.</li> <li>• I make predictions from evidence found and implied.</li> </ul>

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Reading Accurately Justification about views	5	<ul style="list-style-type: none"> <li>• I draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</li> <li>• I give a personal point of view about a text.</li> <li>• I explain the reasons for my viewpoint, using evidence from the text.</li> <li>• I listen to others' ideas and opinions about a text.</li> <li>• I make connections between other similar texts, prior knowledge and experience.</li> <li>• I explain why there are connections, using evidence.</li> <li>• I compare books with similar themes.</li> </ul>	<ul style="list-style-type: none"> <li>• I build on others' ideas and opinions about a text in discussion.</li> <li>• I question others' ideas about a text.</li> <li>• I compare different versions of texts.</li> <li>• I can explain the similarities and differences between different versions of texts.</li> <li>• I explain how books written in different contexts can have similar themes.</li> </ul>	<ul style="list-style-type: none"> <li>• I evaluate the effectiveness of different versions of texts.</li> </ul>
	6	<ul style="list-style-type: none"> <li>• I give a personal point of view about a text.</li> <li>• I can explain the reasons for a viewpoint, using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I make connections between texts which may not initially seem similar.</li> <li>• I can explain why there are connections, using evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• I identify themes in books which have different cultural, social or historical contexts.</li> <li>• I compare and contrast themes in a range of books.</li> <li>• I can explain how there are common themes in different books, using evidence from reading.</li> </ul>
Reading Accurately Retrieving Key information	5	<ul style="list-style-type: none"> <li>• I identify key information from a text.</li> <li>• I summarise key information in sentences.</li> <li>• I find key information from different parts of the text.</li> <li>• I understand the difference between fact and opinion.</li> <li>• I find examples of fact and opinion in texts and explain why one is fact and the other opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• I use skimming and scanning to find the information I need.</li> <li>• I make notes on the information I need.</li> <li>• I organise my notes and present information.</li> <li>• I summarise key information from different parts of the text.</li> <li>• I present an oral overview or summary of a text.</li> <li>• I understand that a narrative can be told from different points of view – narrator, character.</li> <li>• I identify the point of view in a narrative.</li> <li>• I understand that the writer may have a viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>• I explore how events are viewed from another perspective.</li> <li>• I explain the writer's viewpoint with evidence from the text.</li> <li>• I identify the writer's viewpoint, for example, how different characters are presented.</li> </ul>

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Reading Accurately Explaining and Discussing own Understanding	6	<ul style="list-style-type: none"> <li>• I summarise key information in sentences.</li> <li>• I summarise key information from different parts of the text.</li> <li>• I present an oral overview or summary of a text.</li> <li>• I use point, evidence and explanation (PEE) or answer it, prove it; explain it (APE) to respond to questions about texts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore how events are viewed from another perspective.</li> <li>• I identify the techniques used to create feelings, atmosphere, mood or messages.</li> <li>• I can comment on how the writer's intent affects the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that points of view can also be implied.</li> <li>• I identify implied points of view.</li> <li>• I can explain implied points of view, using evidence.</li> <li>• I understand that the writer may have a viewpoint.</li> <li>• I can explain the effect of the writer's viewpoint on the reader.</li> <li>• I can explain how the techniques used create feelings, atmosphere, mood or messages.</li> </ul>
Reading for Pleasure	1	<ul style="list-style-type: none"> <li>• I know that there are different kinds of books.</li> <li>• I know the difference between a story book and an information book.</li> <li>• I can find the title, author and the illustrator of a book.</li> <li>• I know some familiar stories.</li> <li>• I recognise familiar story language.</li> </ul>	<ul style="list-style-type: none"> <li>• I say what I like or dislike about a book.</li> <li>• I say if a story reminds me of another story or something that I have experienced.</li> <li>• I listen to others' ideas about a book.</li> <li>• I find familiar story language in stories read aloud to me or ones I have read independently.</li> <li>• I retell key stories orally using narrative language.</li> </ul>	<ul style="list-style-type: none"> <li>• I say whether I agree or disagree with other's ideas.</li> <li>• I say whether I agree or disagree with others' ideas.</li> <li>• I say why I agree or disagree with ideas.</li> <li>• I recognise repeated or patterned language.</li> </ul>
	2	<ul style="list-style-type: none"> <li>• I know that there are different kinds of stories.</li> <li>• I listen to or read a range of different kinds of stories.</li> <li>• I make choices about the books I read.</li> </ul>	<ul style="list-style-type: none"> <li>• I explain why I prefer certain books or stories.</li> <li>• I can retell stories with the key events in the correct sequence.</li> <li>• I can retell a story with the key events and the characters.</li> <li>• I know that books and stories are set in different places and times.</li> </ul>	<ul style="list-style-type: none"> <li>• I can find the setting or time in books or stories.</li> <li>• I can discuss the setting or time in books.</li> </ul>
	3	<ul style="list-style-type: none"> <li>• I know that there are different kinds of narrative stories.</li> <li>• I understand that a sequence of events in a narrative is called the plot.</li> <li>• I can identify the plot in a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that narratives can have differently structured plots.</li> <li>• I talk about the different plot structures in genres read.</li> <li>• I know that writers choose words and language to create an effect on the reader.</li> <li>• I find effective words and language in reading that writers have used to create effects.</li> <li>• I discuss a range of narrative stories and their similarities and differences.</li> <li>• I choose books for specific purposes.</li> <li>• I discuss the meaning of unfamiliar words identified.</li> </ul>	<ul style="list-style-type: none"> <li>• I recognise the literary language typical of narrative genres read.</li> <li>• I recognise words and language that show the setting of a book – historical, cultural or social.</li> <li>• I explain why a writer makes choices about words and language used.</li> <li>• I discuss meaning of specific or unusual words used by authors to create effects.</li> <li>• I explain why a writer has chosen specific words and language.</li> <li>• I record words and language from reading to use in my own writing.</li> <li>• I make connections between books written by</li> </ul>

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				<p>the same author.</p> <ul style="list-style-type: none"> <li>I re-tell some of stories written by the same author by heart.</li> </ul>
	4	<ul style="list-style-type: none"> <li>I know that there is a range of narrative stories.</li> <li>I discuss the range of narrative stories introduced so far and consider differences and similarities.</li> <li>I understand that these have different plot patterns.</li> <li>I know that the plot develops in different ways according to the plot pattern.</li> <li>I find similarities in the books I read.</li> <li>I understand that writers open stories in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>I understand that a writer can use patterned language for effect.</li> <li>I find examples of patterned language for effect.</li> <li>I identify words and language that show the setting of a book – historical, cultural or social.</li> <li>I know that writers choose words and language to show atmosphere, mood or feelings.</li> <li>I find words and language in my reading that writers have used to show atmosphere, mood or feelings.</li> <li>I identify different openings in different books and I can compare different story openings.</li> </ul>	<ul style="list-style-type: none"> <li>I explain how the writer has used words and language to show the setting of a book.</li> <li>I explain how the words and language used show atmosphere, mood or feelings.</li> <li>I explain why a writer has chosen specific words and language to create mood, atmosphere or feelings.</li> <li>I find similarities in the use of language and openings in books experienced.</li> </ul>
	5	<ul style="list-style-type: none"> <li>I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, and play scripts.</li> <li>I know that these are structured in different ways.</li> <li>I find words and language that are used for effect.</li> <li>I can explain how the words and language create a precise effect.</li> </ul>	<ul style="list-style-type: none"> <li>I discuss and explain how and why different books have different structures.</li> <li>I can explain why I enjoyed a book or poem and who might also enjoy it.</li> <li>I understand that a writer moves events forward through a balance of dialogue, action and description.</li> <li>I record effective words and language from reading to use in my own writing.</li> </ul>	<ul style="list-style-type: none"> <li>I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</li> <li>I understand that inferences can be made by reading between and beyond the lines.</li> <li>I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</li> <li>I explain how the context of a text reflects the reaction of the audience it was written for.</li> </ul>
	6	<ul style="list-style-type: none"> <li>I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</li> <li>I know that texts can have elements of more than one text type.</li> <li>I identify the elements included in a text type.</li> <li>I can explain why I enjoyed a book and who might also enjoy it.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the choices a writer has made about the structure of a text support its purpose.</li> <li>I can make predictions using knowledge of the conventions of different genres and text types.</li> <li>I identify the characteristics of a writer's style.</li> <li>I know that the word and language choices support the writer's purpose.</li> <li>I can record examples of words and language from reading to use in my own writing.</li> </ul>	<ul style="list-style-type: none"> <li>I know that style and vocabulary are linked to the purpose of the text.</li> <li>I can explain how the style and vocabulary are linked to the purpose of the text, using evidence.</li> <li>I evaluate the usefulness of different non-fiction texts by comparing how different writers present the same information.</li> <li>I can explain the characteristics of a writer's style, using evidence.</li> <li>I can explain how the word and language</li> </ul>



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				<p>choices support the writer's purpose, using evidence.</p> <ul style="list-style-type: none"> <li>I can explain how the techniques and structures used support the writer's purpose, using evidence.</li> <li>I record examples of techniques and structures from reading to use in my own writing.</li> <li>I can comment on the effectiveness of the writer's use of language structures and techniques.</li> </ul>
Reading for Pleasure Poetry	1	<ul style="list-style-type: none"> <li>I listen to different kinds of poetry.</li> <li>I talk about books or poems read.</li> </ul>	<ul style="list-style-type: none"> <li>I recognise rhyming language.</li> </ul>	<ul style="list-style-type: none"> <li>I recognise patterned language in the poems and rhymes I know.</li> <li>I know some poems and rhymes by heart.</li> </ul>
	2	<ul style="list-style-type: none"> <li>I know the difference between poetry and narrative.</li> <li>I know that there are different kinds of poetry.</li> <li>I know that stories and poems can have patterned or recurring literary language.</li> </ul>	<ul style="list-style-type: none"> <li>I talk about the meaning of different poems.</li> <li>I recognise that a poem can tell a story.</li> <li>I learn a poem by heart.</li> <li>I give an opinion on books or poems read.</li> <li>I find patterned or recurring literary language in poems and stories.</li> <li>I find favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>I recite or perform a poem making the meaning clear.</li> <li>I talk about favourite words and phrases.</li> <li>I know that word choice affects meaning.</li> <li>I can explain why a writer has chosen a word to affect meaning.</li> </ul>
	3	<ul style="list-style-type: none"> <li>I know that there are different forms of poetry.</li> <li>I recognise and name different types of poems which have been introduced.</li> <li>I know that words and language in poems create effects.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the meaning of words and language in poems.</li> <li>I understand that there can be more than one interpretation of a poem.</li> <li>I understand that the meaning of poems can be enhanced through performance.</li> <li>I watch performances of poems.</li> </ul>	<ul style="list-style-type: none"> <li>I discuss how the meaning is enhanced through performance.</li> <li>I identify that intonation, tone, volume and action can be used to enhance meaning.</li> <li>I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>
	4	<ul style="list-style-type: none"> <li>I know that <i>words</i> and language in poems create effects.</li> <li>I know that poems may have patterned language.</li> <li>I find examples of patterned language in the poems I read.</li> </ul>	<ul style="list-style-type: none"> <li>I recognise and name different types of poems which have been introduced to me.</li> <li>I explain the effect created by the poet's choice of words and language.</li> <li>I explain the effect of patterned language in poems and why a poet might use it.</li> <li>I enjoy watching performances of poems.</li> </ul>	<ul style="list-style-type: none"> <li>I discuss how the meaning of a poem is enhanced through performance.</li> <li>I identify that intonation, tone, volume and action can be used to enhance meaning.</li> <li>I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>
	5	<ul style="list-style-type: none"> <li>I know that there is a range of narrative genres which includes poems.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why I enjoyed a poem and who might also enjoy it.</li> </ul>	<ul style="list-style-type: none"> <li>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</li> </ul>
	6	<ul style="list-style-type: none"> <li>I can explain why I enjoyed a poem and who</li> </ul>		<ul style="list-style-type: none"> <li>To confidently perform texts (including poems</li> </ul>

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		might also enjoy it.		learnt by heart) using a wide range of devices to engage the audience and for effect.
Reading for Pleasure Poetry Non-fiction	1	<ul style="list-style-type: none"> <li>I know the difference between a story book and an information book.</li> </ul>	<ul style="list-style-type: none"> <li>I listen to others' ideas about a book.</li> </ul>	
	2	<ul style="list-style-type: none"> <li>I know that non-fiction books are organised differently from fiction texts.</li> <li>I know that books or texts have a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to find information in a non-fiction book.</li> <li>I identify the purpose of a book or a text.</li> </ul>	<ul style="list-style-type: none"> <li>I decide how useful a non-fiction book is to find the information I need.</li> </ul>
	3	<ul style="list-style-type: none"> <li>I use a dictionary to check or find the meaning of new words.</li> <li>I know that there are different kinds of non-fiction books.</li> <li>I know that non-fiction books are structured in different ways.</li> <li>I know how to use a non-fiction book to find identified information.</li> <li>I identify any words that are unfamiliar.</li> </ul>	<ul style="list-style-type: none"> <li>I choose books for specific purposes.</li> <li>I discuss the meaning of unfamiliar words identified.</li> </ul>	<ul style="list-style-type: none"> <li>I identify the organisation and layout in books.</li> <li>I explain how the organisation and layout helps me to understand it.</li> </ul>
	4	<ul style="list-style-type: none"> <li>I choose a specific non-fiction book for a specific purpose.</li> <li>I use dictionaries to check or find the meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>I know where to find the specific information needed in my book.</li> <li>I know how to use a non-fiction book to find identified information.</li> </ul>	<ul style="list-style-type: none"> <li>I skim to find specific information on a page or in a paragraph.</li> <li>I scan a page or paragraph to find key words or information.</li> </ul>
	5	<ul style="list-style-type: none"> <li>I know that non-fiction texts are structured to guide the reader to information.</li> <li>I can explain how the structure guides the reader to find specific information.</li> </ul>	<ul style="list-style-type: none"> <li>I evaluate the usefulness of a non-fiction book to research questions raised.</li> </ul>	<ul style="list-style-type: none"> <li>I use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</li> </ul>
	6	<ul style="list-style-type: none"> <li>I evaluate the usefulness of a non-fiction book to research questions raised</li> </ul>	<ul style="list-style-type: none"> <li>I know that non-fiction texts may include a creative, fictional element.</li> <li>I understand that non-fiction texts may present the same information with different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>I retrieve, record and present information from non-fiction texts.</li> <li>I use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where I am genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</li> </ul>