

Domains:

Word Reading	Range of Texts	Comprehension	Making Inferences	Language for Effect	Themes and Conventions
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	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Pupils should be taught to: * Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <ul style="list-style-type: none"> * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet * Test out different pronunciations of longer words. 	<p>Pupils should be taught to: * Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <ul style="list-style-type: none"> * Apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet. 	<p>Pupils should be taught to: * Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Pupils should be taught to: * Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>
Range of Texts	<p>Pupils should be taught to: * Engage with a wide range of authors that they might not choose themselves</p> <ul style="list-style-type: none"> * Be taught how to select their own books * Continue to develop a positive attitude towards reading and understand what is read * Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, and reference or textbooks Increase their familiarity with a wide range of books including fairy stories, myths and legends, and retell some of these orally * Read books that are structured in different ways * Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>Pupils should be taught to: * Read a range of authors they might not choose themselves</p> <ul style="list-style-type: none"> * Select their own books * Continue to develop positive attitudes to reading a range of appropriate texts fluently and accurately and understand what is read * Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. * Continue to increase their familiarity with a wide range of books including fairy stories, myths and legends, and retell some of these orally. 	<p>Pupils should be taught to: * Maintain positive attitudes to reading and understand of what they read</p> <ul style="list-style-type: none"> * Continue to read and discuss and increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * Increase their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions * Learn a wider range of poetry by heart * Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 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. 	<p>Pupils should be taught to: * Maintain positive attitudes to reading and understanding of what they read</p> <ul style="list-style-type: none"> * Continue to read and discuss and increasingly wide range of fiction, poetry, plays, non-fiction, and reference or textbooks. * Read books that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions * Make comparisons with and across books * Learn a wider range of poetry by heart * Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

DOGSTHORPE ACADEMY - Progression & sequencing in our Reading curriculum

Comprehension	<p>Pupils should be taught to: * Retrieve and record information from fiction and non-fiction * Use dictionaries to check the meaning of words that they have read.</p>	<p>Pupils should be taught to: * Retrieve and record information from fiction and non-fiction.</p>	<p>Pupils should be taught to: * Summarise the main ideas, drawn from more than one paragraph, identifying key details that support the main ideas * Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * Ask questions to improve their understanding.</p>	<p>Pupils should be taught to: * Summarise the main ideas of a text, drawn from more than one paragraph, identifying key details that support the main ideas * Check the book makes sense to them, discussing their understanding and exploring the meaning of words in context * Ask questions to improve their understanding * Retrieve, record and present information from non-fiction texts * Make comparisons within and across books * Distinguish between statements of fact and opinion * Explain and discuss their understanding or what they have read, including through formal presentations and debates.</p>
Making Inferences	<p>Pupils should be taught to: * Draw inferences such as inferring a character's feelings, thoughts and motives from their actions and justifying inferences from evidence * Predict what might happen from details stated and implied.</p>	<p>Pupils should be taught to: * Discuss their understanding and explain the meanings of words in context * Draw inferences such as inferring a character's thoughts, feelings and motives from their actions and justifying inferences from evidence * Predict what might happen from details stated and implied.</p>	<p>Pupils should be taught to: * Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence * Predict what might happen from detail stated and implied * Provide reasoned justifications for their views.</p>	<p>Pupils should be taught to: * Draw inferences such as characters' feelings, thoughts and motives from their actions and justify these with evidence * Predict what might happen next from details stated and implied * Provide reasoned justifications for their views.</p>
Language for Effect	<p>Pupils should be taught to: * Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Pupils should be taught to: * Identify how language, structure and presentation contribute to meaning.</p>	<p>Pupils should be taught to: * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Pupils should be taught to: * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
Themes and Conventions	<p>Pupils should be taught to: * Identify themes and conventions in a wide range of books.</p>	<p>Pupils should be taught to: * Read books that are structured in different ways and reading for a range of purposes. * Recognise key themes in what they read</p>	<p>Pupils should be taught to: * Identify and discuss themes and conventions in and across a wide range of writing. * Identify how language, structure and presentation contribute to meaning. * Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p>	<p>Pupils should be taught to: * Identify and discuss themes and conventions in and across a wide range of writing. * Identify how language, structure and presentation contribute to meaning. * Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p>