

Reading Progression:

Reading progression for academic year 2024/2025 will be aligned to RWInc for EYFS to Year 4 and then follow the progression below for Years 5 and 6.

	Year 5	Year 6
Decoding and Word Reading	<p>To read most words fluently and decode any unfamiliar words with increasing speed, recognising their meaning through contextual clues.</p> <p>Apply growing knowledge of root words, prefixes and suffixes/word endings including – sion, -cial, -tial, - ant/-ance/-ancy, - ent/-ence/-ency, - able/-ably and – ible/ibly, to read aloud fluently.</p>	<p>Be familiar with most spelling patterns, including complex ones that they come across in reading.</p> <p>To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Common Exception Words	To read most Y5/Y6 common exception words, discussing the unusual correspondences between spelling and sound.	To read all of the Y5/Y6 common exception words, discussing the unusual correspondence between spelling and where these occur in the word.
Fluency	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>To read with appropriate phrasing, expression, pace and smoothness when accessing increasingly challenging age-related reading books.</p> <p>To show understanding by drawing on what they already know or on background</p>	<p>To read with appropriate phrasing, expression, pace and smoothness when accessing increasingly challenging age-related reading books.</p> <p>To show understanding by drawing on what they already know or on background information and</p>

	<p>information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.</p>
<p>Words in Context and Authorial Choice</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect</p>
<p>Comparing, Contrasting and Commenting</p>	<p>Continue to read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>Continue to read books that are structured in different ways and for a range of purposes.</p> <p>Identify themes and conventions in a wide range of writing.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.</p> <p>Asking questions to improve their understanding.</p>	<p>Maintain positive attitudes to reading and understanding of what they have read by reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction, reference books or textbooks.</p> <p>Read a broad range of books that are structured in different ways and for a range of purposes.</p> <p>Identify themes and conventions in a wide range of writing. Recognising more complex themes in what they read (loss or heroism). Making comparisons within and across books.</p> <p>Asking questions to improve their understanding. Providing reasoned justifications for their views.</p> <p>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</p>

	<p>Discuss and evaluate how authors use language including figurative language.</p> <p>Summarising the main idea drawn from more than one paragraph.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Retrieve, record and present information from non-fiction.</p>	<p>Summarising the main idea drawn from more than one paragraph, identifying the key details that support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Retrieve, record and present information from non-fiction. Distinguish between statements of facts and opinions.</p> <p>Compare characters, settings and themes within a text and across more than one text.</p>
Discussion	<p>Participate in discussion about both books that are read to them and those they can read for themselves, building on their own and other's ideas.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Recommend texts to peers based on personal choice.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves, building on their own and other's ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary.</p>
Inference and Prediction	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop</p>

	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	through texts by drawing inferences based on indirect clues.
Range of Texts and Familiarity	To 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.	To 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. To identify and discuss themes and conventions in and across a wide range of texts.
Poetry and Performance	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-fiction	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and nonfiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).