



Overdale Junior School Reading Progression Document

Rough Guide to ZPD progression

	Year 1 Pre OJS	Year 2 Pre OJS	Year 3	Year 4	Year 5	Year 6
ZPD		2.0 – 2.9	3.1 – 3.5	3.8 – 4.5	4.8 – 5.5	5.8 – 6.5+

Word Reading

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To use phonic knowledge to help me to decode words	To use phonic knowledge to decode new text from automatically and fluently	To use phonic knowledge to decode new text from automatically and fluently			
To read exception / tricky words from phase 2 to phase 5 and spot unusual letter sound correspondences.	To read a range of common exception / tricky words I say which part of the word is tricky	To read a wider range of common exception / tricky words	To read a wider range of common exception / tricky words and I can see what makes them tricky.		
To respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative sounds for graphemes	To sound out new words quickly in my head including words with alternative phonemes for graphemes				
To read words containing graphemes I know that have endings -s, -es, -ing,-ed, -ed, -er, and -est	To read words with common suffixes ed, ing, est, er, ful	To use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding.	To use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression	To often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.	To apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.

To read words with more than one syllable that contain graphemes I know	To read words of two or more syllables using a range of graphemes	To break words into syllables to decode unknown words speedily using good graphemic knowledge.	To break words into different sized chunks, including syllables, to decode unknown words	To break long polysyllabic words into syllables with speed and read across the entire word.	To break long polysyllabic words into syllables with speed and read across the entire word.
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Wider Decoding Skills



Fluency

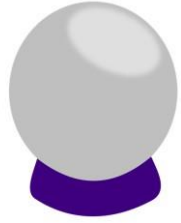


	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To begin to read as if I am talking</p> <p>To re-read sentences and books to build up fluency and confidence in word reading</p>	<p>To re-read books with fluency, expression and intonation</p>	<p>To read with developing fluency by seeing the words that go together in phrases in sentences by being able to scan ahead.</p> <p>To use a range of punctuation accurately at the end of a sentence and commas within a sentence to help me read with expression and understanding.</p> <p>To begin to use expression to demonstrate different tones in the text eg negative/ positive</p>	<p>To read with developing fluency by seeing the words that go together in phrases in sentences and scan ahead while reading to see what is coming.</p> <p>To demonstrate emotions in my tone that are appropriate to the context.</p>	<p>To read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest</p> <p>To change the tone of my voice to react to word and text meaning</p>	<p>To read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience.</p> <p>To change my tone to suit my interpretation of the text.</p>
	<p>To check that what I say matches the expected letters and graphemes across the word.</p> <p>To use pictures to check my decoding is correct and try to correct myself when it doesn't.</p>	<p>To check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes.</p> <p>To notice when a small mistake I make doesn't fit with the meaning.</p>	<p>To notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result</p>	<p>To notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information</p>	<p>To notice most mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense.</p> <p>To use a wider range of breakdown strategies to do this.</p>	<p>To always notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense and use a range of breakdown strategies to do this.</p>


	To repeat words or phrases to check / confirm or problem - solve					
		I am developing my skills to read quietly to myself. I know that to read in my head I need to hear a voice in my head.	I read silently some of the time and am developing better pace in reading.	To read in my head	To read longer texts with increasing pace and stamina in my head.	To read effectively in my head with pace and stamina
			I am beginning to sustain interest in longer texts, returning to them easily after a break			
Working Memory						
		I can say the information in a sentence in my own words using my working memory.	I make simple connections within a text between one sentence and the next	To make connections across different sentences I read and say them back in my own words using working memory.	To connect the information that I read within paragraphs, across texts and to other books	To make comparisons within and across books commenting on similarities and differences.



Comprehension Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Visualising 	To listen to a sentence and create a picture of what is happening in my head.	To read a sentence and create a picture of what is happening in my head.	To begin to picture characters, settings and events to help me understand a text.	To picture characters, settings and events to help me understand a text.	To begin to recognise that my ideas and visualised images can and do change during the course of reading.	To use descriptive and figurative language to explore how my ideas and visualised images can and do change during the course of reading.
Retrieving 	To answer a simple question about a text that someone has read to me	To answer simple questions about a text I have read and point to the evidence.	I can find and record information from different texts to help me show my understanding.	To find and record information from a wide range of texts, pointing to the evidence.	To find, record and present information from a range of unfamiliar texts and begin to understand the difference between fact and fiction.	To find, record and present information from a wide range of unfamiliar texts and identify fact and opinions.

<p>Summarising</p> 	<p>To begin to understand what I have read and retell it in sequence.</p>	<p>To discuss the sequence of events in books and how information is related</p> <p>To recall specific information from my reading or look at the back of the text to find the information.</p>	<p>To begin to identify main ideas taken from a paragraph and summarise these retelling the gist in my own words.</p> <p>To match a summary to a paragraph</p>	<p>To identify main ideas taken from a paragraph and summarise these in my own words.</p> <p>To match different summary labels to a sequence of paragraphs.</p>	<p>To summarise the main ideas and begin to make inferences giving the gist of what I have read drawn from more than one paragraph.</p> <p>To annotate the main ideas from a text.</p>	<p>To summarise succinctly the key point of a longer piece of text including my inferences.</p>
<p>Inferring</p> 	<p>To use pictures to help me make a sensible guess about what is happening in the text</p>	<p>To make inferences on the basis of what is being done.</p>	<p>To make inferences such as inferring characters' feelings and thoughts from their actions or what they say.</p>	<p>To make inferences such as inferring characters' feelings, thoughts and motives from their actions and begin to find evidence to support this</p>	<p>To make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can find evidence to support this.</p>	<p>To make inferences such as inferring characters' feelings, thoughts and motives from their actions and confidently justify these with well-chosen evidence.</p> <p>To give the gist of the information I have inferred.</p>

Predicting 	To predict what a story / book is about from looking at the cover of the book.	To predict what might happen on the basis of what I have read so far.	To predict what might happen from details that are stated and implied.	To make sensible predictions about what might happen from details that are stated and implied and change my predictions in light of new information.	To predict what might happen from details stated and implied and can justify my prediction by referring to the text.	To predict what might happen from details stated and implied and can justify my predictions by reference to both the text and my background knowledge.
Asking questions 	To begin to ask a 'what' question about the text I have read.	To know that asking questions helps me find out more about a text	To begin to ask simple questions and wonder to improve my understanding of the text.	To ask questions and wonder to improve my understanding of the text.	To ask a range of questions (and wonder) to strengthen my understanding of the text.	To can ask questions (and wonder) to improve my understanding actively looking for answers to these.
Language 	To check the sentence makes sense to me as I read and I self-correct when I make mistakes.	To recognise when I don't understand a word and check that each sentence makes sense to me.	To ask about the meanings of words I don't understand and to check the text makes sense to me.	To use dictionaries to check the meaning of words I have read.	To explore the meaning of words in context and ask about the meaning of words I don't understand	To identify which strategy to use to help me understand a word I don't know and give reasons for my choice.

	To talk about word meanings and link new meanings to these.	To talk about and clarify the meanings of words, linking new meanings to what I already know.	I can explain the meaning of words in context.	To identify and discuss words and phrases that make the reader interested. To begin to identify how language, structure and presentation contribute to meaning.	To understand how the language, structure and presentation contribute to meaning	To confidently understand how the language, structure and presentation contribute to meaning across a range of texts and genres.
Grammar Knowledge Punctuation 	<p>To read a sentence and pause when I see a full stop.</p> <p>To recognise speech bubbles.</p>	To use the range of punctuation accurately at the end of a sentence and to help me read with expression and to keep track of information in longer sentences.	To use a range of punctuation accurately at the end of a sentence and commas within sentences to help me read with expression and understanding and expression	To use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding and to scan ahead to spot punctuation that I am coming to.	To understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to show this.	To read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me and other understand.

Grammar and Mechanics Scanning and skimming 	<p>To scan labels and pictures to find something / information I need.</p> <p>I locate pages of interest.</p>	<p>To scan the information in the classroom to find what I need.</p> <p>To scan the text to find answers to questions or specific words.</p>	<p>To scan and quickly look for something specific e.g. a word, number, name, date, place, key word and retrieve the information.</p>	<p>To begin to develop my skills to skim read texts and scan to find information ideas to give the gist of the text.</p>	<p>To scan text for key words, phrases and synonyms and related words.</p> <p>To develop skim reading skills by noticing key words(nouns / verbs) and can piece information together to give the gist of a paragraph.</p>	<p>To scan and skim a text quickly and confidently to find key information to get the gist of a paragraph or piece of text.</p>
Prior Knowledge 	<p>To begin to link what I have read or hear read to my own experiences.</p>	<p>To use knowledge I already have to help me understand a text.</p>	<p>To use my background knowledge from what I know or have read about to help me understand.</p>	<p>To use past experiences, what I have previously read and what I know about to support my understanding.</p>	<p>To use prior knowledge to help me understand all aspects of a text.</p>	<p>To relate a text to my background knowledge and use this to empathise with characters' thoughts, feelings and actions.</p>

Responding to Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To listen to and discuss a wide range of poems, stories and non-fiction	To listen to and can talk about different poetry, stories and information text including what I like and don't like	To listen to and begin discuss a range of fiction, poetry, nonfiction and plays and make recommendations to others.	To listen to and discuss a wide range of fiction, poetry, non-fiction and plays and make recommendations to others.	To read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction building on my own and others' ideas, beginning to use this to influence my further reading and that of others.	To read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction building on my own and others' ideas, using this to influence my further reading and that of others.
	I am becoming very familiar with key stories, fairy stories and traditional tales and I can retell them.	I understand what I read in books and can comment on characters and events	To understand what I read in books and can discuss this including expressing opinions about what I have read.	To understand what I read in books and can discuss this, expressing opinions and giving evidence for this.	To sometimes give reasoned justifications for my views based on evidence from the text.	To give reasoned justifications for my views based on precise evidence from the text including quotations.
Non-Fiction	To know some differences between fiction and non-fiction. I can identify features of simple non-fiction. (font styles, labels, titles, captions)	To talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title and know the purposes of these.	To find and record information from nonfiction texts To use the different organisational features in non-fiction texts to help me navigate my way around a page and I know the purposes of these.	To find and record information from nonfiction texts and use the different organisational features to help me navigate my way around a page efficiently and can explain	To find, record and present information from non-fiction texts and begin to understand the difference between fact and opinion To confidently navigate	To find, record and present information from non-fiction texts efficiently. To know the difference between fact and opinion <i>and can identify this in a text</i>

				the purpose of these features.	different types of non-fiction in different ways.	
Fiction	To identify simple features of structure in stories and poems.	To identify structural features of some stories and poems.	To recognise different forms of poetry and stories and begin to understand how the text contributes to meaning.	To recognise different forms of poetry and stories and understand how the text contributes to meaning.	To read and understand fictional texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.	To read and understand fictional texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.
Themes	To explain clearly what I understand when someone reads to me.	To explain and discuss my understanding of books, poems and other writing that I read for myself. I identify parts of the text that make me respond in different ways and link this to other texts	To identify themes from a given range in stories, poems and books.	To identify themes, structures and some purposes in a wide range of books.	To identify and discuss themes and conventions in a range of writing.	To know that texts have a range of themes and can identify prominent and lesser themes and can make connections between these and others I have read.

	To identify simple features of language in key stories and	To recognise simple recurring literary language in stories and poems I talk about my favourite words and phrases and identify familiar patterns in language	To identify and discuss words and phrases that make the reader interested.	To begin to understand why authors have chosen particular words and phrases over alternative options based on the different shades of meaning.	To understand why authors have chosen particular words and phrases to enhance meaning and that words make you feel a certain way.	To comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification) <i>and the effect this has on the reader.</i>
Reading, reciting and performing						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To learn to appreciate stories, rhymes and poems and I can recite some by heart.	To know and can recite stories and poems with appropriate intonation to make the meaning clear.	To read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions.	To read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions.	To read, recite and performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	To read, recite and perform poems and plays showing understanding through intonation, tone and volume so that prompt an emotional response from the audience.
	To state a simple opinion about specific characters or events	To use wider vocabulary to talk about characters, or events.	To give an opinion about a character's personality and events	To discuss a character's personality, events or actions and justify my ideas.	To identify what it means to form an impression about a character, actions or events and discuss these and justify these.	To justify varied perceptions people may have about different characters, themes, events or actions.

	To talk about what I like and don't like in stories and texts and can name my favourite book.	To talk about what I like and don't like in stories and texts and am can talk about favourite titles and begin to give reasons for this.	To begin to develop knowledge of genre and can discuss which genres I like and dislike.	To identify my favourite genres and use this to inform my book choices and make recommendations to others.	To know what types of books and I enjoy but also challenge myself to read a wider range of genres.	To discuss preferences confidently about different texts and genres and can explain my preferences.
	To use the front cover of a text to identify the author.	To name my favourite author and explain why I like their stories.	To begin to develop a knowledge of different authors and I can list a few different titles written by the same author.	To know a range of different authors and can talk more confidently about how their books are similar and different.	To talk confidently about which authors I enjoy and list the books they have written. I compare and contrast the work of different authors and use this knowledge to inform my book choices.	To discuss similarities and differences between authors and can comment on how an author's heritage or the time in which they lived may influence the themes within their writing.