



Sawley Junior School Reading Progression Grid: Comprehension (Year Three)



Teachers of reading constantly advocate it as an enjoyable pastime for wellbeing and pleasure, as well as a medium through which to learn across the curriculum.

The essence of reading cannot be captured purely by teaching a sequence of lessons, but in the way that it is held in high esteem by adults in school. This is achieved through the range of high-quality texts readily available for the children's enjoyment, as well as through books promoted by the teacher. Within lessons, and story time, high-quality discussion will elicit the children's responses to the text.

| Comparing, Contrasting and Commenting - Poetry, Fiction and Non-fiction  |  | Poetry and Performance  |
|--|--|---|
| <p>To discuss, compare and respond to texts across a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions (R1, R2, R3, R4, R5, R6, R9, R10, R11, R12)</p> <p>To become increasingly familiar with a wide range of books, including fairy stories, myths, legends, and retelling some of these orally (R7, R8)</p> <p>To participate in discussion about both books that are read to/by them, taking turns, and listening to what others say (R2, R5, F14)</p> <p>To begin to identify themes and <b>conventions*</b> in a range of books (F14)</p> <p>To read books that are structured in different ways and begin to understand that reading can be done for a range of purposes (R6)</p> <p>To use appropriate terminology when discussing texts (e.g. plot, character, setting).</p> <p><i>*To recognise authorial style, overall themes (e.g., triumph of good over evil) and features (e.g., greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</i></p> |  | <p>To rehearse and perform poems and play scripts and show understanding through intonation, tone, volume and simple action (R3, R9)</p> <p>To begin to recognise different forms of poetry (R10)</p> |
| <p><b>Reading Domain Links:</b><br/>2H: Make comparisons within and across texts</p>   |  |   |
| <p><b>Success Criteria:</b></p> <p>The child can recognise another book set in the same time/ place.</p> <p>The child can identify several books with the same character in.</p> <p>The child can identify a theme across two or more books (good versus evil, brains over brawn)</p>  | <p><b>Possible Questions:</b></p> <ul style="list-style-type: none"> <li>- Which book does this remind you of?</li> <li>- Can you name another book with an animal as the main character?</li> <li>- Can you name another book set in the same setting?</li> <li>- Have you read another book in which an underdog saves the day?</li> </ul> |   |

The following skills are taught (with an awareness of the interplay required) using a holistic approach, via a high-quality, suitably challenging text.

| Vocabulary   |  | Inference   | Prediction   | Explanation   | Retrieval  | Summarise (KS2)  |
|--|--|---|--|---|--|--|
| Understanding and Correcting Inaccuracies  | Words in Context and Authorial Choice  |   |  |   |  |  |
| <p>To check that text makes sense as it is read, self-correcting where required and know the importance of doing so to ensure accuracy, and discuss understanding.</p> | <p>To begin to develop strategies to explain the meaning of words in context (F2, NF2)</p> <p>To begin to identify how language, structure and presentation contribute to meaning (F11, F12, F13, NF6, NF7, NF8)</p> | <p>To draw inferences (answering questions appropriately) about a character's feelings, thoughts and motives from their actions (F4, F5, F6)</p> <p>To begin to justify their inferences with evidence from the text (identifying the part of the text that leads them to their conclusion) (F7)</p> <p style="text-align: center;">(PEE Approach).</p> | <p>To predict what might happen from details stated and implied. (F8)</p> <p>To begin to justify predictions using evidence from the text. (F7, F8)</p> <p style="text-align: center;">(PEE Approach).</p> | <p>To explain and discuss their understanding of books, poems, and other materials, both those that they listen to and those that they read for themselves.</p> <p>To begin to know the difference between facts and opinions</p> | <p>To retrieve and record information from fiction and non-fiction.</p> <p>To use contents pages and subheadings to retrieve information (NF9, NF10)</p> | <p>To identify ideas from one paragraph and summarise these (NF4, NF5)</p> |

|   |   |   |   |  |  |   |
|---|---|---|---|--|--|---|
| <p>To ask, answer and discuss questions to improve their understanding of a text.</p> <p>To substitute words for others to work out the meaning of words.</p> <p>To 'read around' and look for clues to work out the meaning of words.</p> <p>To identify root words, prefixes and suffixes to work out the meaning of words.</p> | <p>To discuss authors' choice of words and phrases for effect (F11)</p> <p>To begin to use techniques (e.g., dictionaries and glossaries) to check the meaning of words that they have read (T4)</p>  |   |   |  | <p>To use 'skimming' and 'scanning' to retrieve information</p> <p>To learn to 'read around' key words and phrases to retrieve information</p>   |   |
| <p><b>Reading Domain links</b></p>  | <p><b>2A Explain the meaning of words in context</b></p>  | <p><b>2D: Inference</b></p>   | <p><b>2E: Prediction</b></p>  | <p><b>2G: Identify and explain how meaning is enhanced through choice of words and phrases</b></p>   | <p><b>2B: Retrieve and record information and identify key details from fiction/non-fiction</b></p>  | <p><b>2C: Summarise main ideas from more than one paragraph</b></p>   |
| <p>Success criteria shows how you would expect a child to demonstrate their understanding</p>   | <p><b>Success Criteria:</b><br/>Give synonyms for given words.<br/>Predict the meaning of a word using the context of the sentence/ paragraph.<br/>When searching for a word in a dictionary, the child turns to the first letter to demonstrate knowledge of alphabetical order.</p> <p><b>Possible Questions:</b><br/>- What other words/phrases could the author have used to say/explain...?<br/>Give the meaning of the word... in this sentence. Can you find a word that means the same as...? Can you find any other words within the word... that can help you with the meaning?<br/>What clues are around the sentence (before/after) which</p> | <p><b>Success Criteria:</b><br/>- The child can answer questions such as: 'Why did Coraline slam the door on her 'other' mother? How was she feeling?' (when the answer is not stated directly in the text).<br/>- In a story where a character has misunderstood a situation, the child can answer the question: 'What did Laura think was happening?'<br/>- "I can tell that Jo is 'anxious' because she is biting her nails while her hands are shaking."<br/><b>Possible Questions:</b><br/>-What does the character say/do that makes you think that...?</p> | <p><b>Success Criteria:</b><br/>- In a story in which a very scruffy pirate goes to sea on a very tidy ship, the child can predict that the pirate might become more tidy and give a reason for this prediction.<br/>- In a story in which a character did not listen properly to</p> | <p><b>Success Criteria:</b><br/>The child can discuss interesting words, e.g. 'terrifying' and, in answer to the question: "Why is this a better choice than 'scary'?" can explain that 'terrifying' sounds scarier.<br/>- The child can point out an interesting word, e.g. 'delighted' and can explain that this is a good choice because it sounds even happier than just saying 'happy.'</p> | <p><b>Success Criteria:</b><br/>- "The glossary helps me to understand what tricky words mean that I don't understand by myself."<br/>- With some support, the child can answer question such as: 'Can you explain where brown bears hibernate during the winter?'</p> | <p><b>Success Criteria:</b><br/>- "The main thing that happens in this paragraph is that the teacher keeps the children in for their poor behaviour."<br/>- "I think the most important thing so far is that the egg has hatched because this</p> |

might help you understand the word/phrase?

- Can you give me a specific word/phrase/sentence from the text that makes you think that...?
- Can you give me a specific word/phrase/sentence from the text that makes you feel ...?
- What makes you think that...?
- How can you tell that...?
- What is the main theme of the story?
- Which specific word/phrase in the text creates a happy/sad/scary mood?
- What makes this a successful story? Explain.
- Why do you think ...? Explain with evidence from the text.
- How can you tell that ...? Explain with evidence from the text.
- Which word/s give you the impression that ...?

an instruction, the child can predict that something will go wrong and can give a simple reason for this.

- "I predict that this story will be about a child who struggles to make friends as the cover shows a girl standing separate from a small group of children."

**Possible Questions:**

- Look at the cover/title/first line/chapter headings - What do you think the story is about/will happen next?
- How has the cover/title/first line/chapter heading helped you come up with this idea?
- What might happen next? Why do you think this?
- What has happened so far to make you think...?

- "The author makes me feel nervous because she asks questions like: 'What could be in the box?' 'Should the box be opened?'"

- "The author makes the character seem frustrated because he uses words like 'annoyed' and 'irritated'."

**Possible Questions:**

- Find 2 or 3 things that the author tells you about...
- What does this word/phrase/sentence tell you about the character/setting/mood?
- What other word/s or phrase/s could the author have used to...?
- Which words do you think are most effective in...? Why?
- How has the author made the character appear... happy/sad/

angry/frustrated/lonely/bitter, etc.?

- How has the author made you, as the reader, feel...?
- How does the description of the character tell you about how they feel?
- How does the author get you interested in the story?
- Why did the author choose the word XYZ in this sentence?
- How does the author try and make the story more interesting? Explain.
- Which words help the reader to...?

- When asked to explain where mangoes grow, the child uses a map, photo/caption as well as text to find relevant information.

- "My favourite part of the story is when Max falls off his chair and squeals like a mouse, because I think that this is funny!"

**Possible Questions:**

- How do the title/contents page/chapter headings/index/glossary, etc... help me find information in this book?
- Which part of the text should I use to find...?
- Why has the author organised the information like this?
- Where/when does the story take place?
- What did s/he/it look like?
- Where did s/he/it live?
- Who are the characters in the book?

shows us that the chick is alive and safe."

- "The story ends with Paul returning the objects to the other characters, which shows that he realised he had done something wrong."

**Possible Questions:**

- What's the main point in this paragraph?
- Summarise the key point of this paragraph.
- What is the most important event that has happened so far? Why?
- What happened first in this chapter/the story?
- How did the story end?

|  |  |  |  |  |   |  |
|--|--|--|--|--|---|--|
|  |  |  |  |  | <ul style="list-style-type: none"> <li>- What part of the story do you like best? Why?</li> <li>- Who do you think is the most interesting character? Why?</li> <li>- Where would you look to find information about...?</li> </ul> |  |
|--|--|--|--|--|---|--|



Sawley Junior School Reading Progression Grid: Comprehension (Year Four)



Teachers of reading constantly advocate it as an enjoyable pastime for wellbeing and pleasure, as well as a medium through which to learn across the curriculum.

The essence of reading cannot be captured purely by teaching a sequence of lessons, but in the way that it is held in high esteem by adults in school. This is achieved through the range of high-quality texts readily available for the children's enjoyment, as well as through books promoted by the teacher. Within lessons, and story time, high-quality discussion will elicit the children's responses to the text.

| Comparing, Contrasting and Commenting - Poetry, Fiction and Non-fiction   | Poetry and Performance  |
|---|---|
| <p>To discuss, compare and respond to texts across a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions (R1, R2, R3, R4, R5, R6, R9,R10, R11,R12)</p> <p>To become increasingly familiar with a wide range of books, including fairy stories, myths, legends, and retelling some of these orally (R7, R8)</p> <p>To participate in discussion about both books that are read to/by them, taking turns, and listening to what others say (R2, R5, F14)</p> <p>To identify themes and <b>conventions*</b> in a widening range of books (F14)</p> <p>To read a range of books that are structured in different ways and recognise when reading is needed for a range of purposes (R6)</p> <p>To discuss and compare texts from a wide variety of genres and writers (R12)</p> <p><i>*To refer to authorial style, overall themes (e.g., triumph of good over evil) and features (e.g., greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</i></p> | <p>To rehearse and perform poems and play scripts, with appropriate, polished, techniques (intonation, tone, volume and action) to show awareness of the audience when speaking aloud (R3, R4, R11)</p> <p>To recognise and discuss different forms of poetry (R10)</p> |

The following skills are taught (with an awareness of the interplay required) using a holistic approach, via a high-quality, suitably challenging text.

| Vocabulary   |   | Inference   | Prediction  | Explanation   | Retrieval   | Summarise (KS2)   |
|--|---|---|---|---|---|---|
| Understanding and Correcting Inaccuracies  | Words in Context and Authorial Choice   |   |   |   |   |   |
| <p>To check that text makes sense as it is read, self-correcting where required and know the importance of doing so to ensure accuracy, and discuss understanding.</p> <p>To ask, answer and discuss questions to improve their understanding of a text.</p> <p>To substitute words for others to work out the meaning of words.</p> <p>To 'read around' and look for clues to work out the meaning of words.</p> <p>To identify root words, prefixes and suffixes to work out the meaning of words.</p> | <p>To use strategies to explain the meaning of words in context (F2, NF2)</p> <p>To identify how language, structure and presentation contribute to meaning (F11, F12, F13, NF6, NF7, NF8)</p> <p>To discuss vocabulary used by the author to capture readers' interest and imagination (F11)</p> <p>To confidently use techniques (e.g., dictionaries and glossaries) to check the meaning of words that they have read (T4)</p> | <p>To draw inferences (answering questions appropriately) from characters' feelings, thoughts and motives from their actions (F4, F5, F6)</p> <p>To justify their inferences with appropriate evidence from the text (F7) (PEE Approach).</p> | <p>To predict what might happen from details stated and implied. (F8)</p> <p>To begin to justify predictions using evidence from the text. (F7, F8) (PEE Approach).</p> | <p>To explain and discuss their understanding of books, poems, and other materials, both those that they listen to and those that they read for themselves.</p> <p>To begin to know the difference between facts and opinions</p> | <p>To retrieve and record information from fiction and non-fiction.</p> <p>To use <b>all</b> the organisational devices available within a non-fiction text to retrieve, record and discuss information (NF9, NF10, NF11)</p> <p>To confidently use 'skimming' and 'scanning' to retrieve details.</p> <p>To gain independence in 'reading around' key words and phrases to retrieve information.</p> | <p>To identify main ideas drawn from more than one paragraph and summarise these (NF4, NF5)</p> |

| Reading Domain links  | 2A Explain the meaning of words in context  | 2D: Inference   | 2E: Prediction  | 2G: Identify and explain how meaning is enhanced through choice of words and phrases  | 2B: Retrieve and record information and identify key details from fiction/non-fiction   | 2C: Summarise main ideas from more than one paragraph  |
|---|---|---|---|---|---|--|
| <p>Success criteria shows how you would expect a child to demonstrate their understanding</p> | <p><b>Success Criteria:</b><br/>When finding an unknown word, the child can find it in a dictionary with very little support.<br/>The child can use the definition to explain what the word means. Interpret and explain phrases/techniques such as similes.</p> <p><b>Possible Questions:</b><br/>- What other words/phrases could the author have used to say/explain...?<br/>- Give the meaning of the word... in this sentence.<br/>- Can you find a word that means the same as...?<br/>- Can you find any other words within the word... that can help you with the meaning?<br/>- What does this figurative phrase (simile/metaphor/personification) mean?</p> | <p><b>Success Criteria:</b> - The child can answer inferential questions, e.g. 'How do you think Isaac felt when he stayed over at his friend's house for the first time?' and, with support in finding the relevant section of the text, can justify their answer, e.g. 'It says he kept asking what time it was, so he must be wanting to go home soon.'<br/>- "I think that the wind was blowing hard because it says it 'howled' and later tells us it 'destroyed the old tree.'"</p> <p><b>Possible Questions:</b><br/>What makes you think that...?<br/>- How can you tell that...?<br/>- How does the character behave to make you think that...?<br/>- What evidence from the text can you give (from at least 2 different points) to support your thinking?<br/>- Can you find the place in the text where it reveals that the character is thinking/feeling...?<br/>- Can you find an example which shows where the main character is acting brave/foolish?<br/>- Why do you think ...? Explain with evidence from the text.<br/>- How can you tell that ...? Explain with evidence from the text.<br/>- Which word/s give you the impression that ...?<br/>- Can you give me a specific word/phrase/sentence from the text that makes you think that (or feel)...?</p> | <p><b>Success Criteria:</b><br/>- The child can answer predictive questions, e.g. 'How do you think Zainab will feel when she walks into her new house?' and, with support in finding the relevant section of the text, can justify their answer, e.g. 'It says she had lots of happy memories from her early childhood so I think she will be nervous about her new life in her new home.'<br/>- "The title 'Battle Within' suggest that this might be about someone who has lots of different and opposite emotions inside their head."</p> <p><b>Possible Questions:</b><br/>- Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next?<br/>- What do you think the main character might do next? Why? What clues has the author given?<br/>- What might happen next? What can you guess from what has/hasn't been said?</p> | <p><b>Success Criteria:</b><br/>- The child can discuss the phrase 'fearsome fighters' in a book about the Celts and explain, when prompted, that this is an effective choice because it makes you think that the Celts were powerful and dangerous.<br/>- The child can pick out the phrase 'a spring in his step' from a passage of text and explain that it's a good phrase because it makes it sound as if the character was going along happily.<br/>- "The author could have used the word 'baffled' instead of 'confused.'"</p> <p><b>Possible Questions:</b><br/>- Find 2 or 3 things that the author tells you about...<br/>- What does this word/phrase/sentence tell you about the character/ setting/mood?<br/>- What other word/s or phrase/s could the author have used to...?<br/>- Which words do you think are most effective in...? Why?<br/>- How has the author made the character appear... happy/sad/angry/frustrated/lonely/bitter, etc.?<br/>- How has the author made you, as the reader, feel...?<br/>- Why do you think the author chose to use the word/s...?<br/>- As a reader, how do you feel about...? How did the author create this feeling?<br/>- How has the author made this part of the story scary/mysterious/ adventurous? Explain.<br/>- Why has the author used short sentences here? - How do you feel after reading this text? How has the author made you feel this way?<br/>- What impact does the phrase ... have on the reader?</p> | <p><b>Success Criteria:</b><br/>- "The glossary helps me to understand what tricky words mean that I don't understand by myself."<br/>- With some support, the child can answer question such as: 'Can you explain where brown bears hibernate during the winter?'<br/>- When asked to explain where mangoes grow, the child uses a map, photo/caption as well as text to find relevant information.<br/>- "My favourite part of the story is when Max falls off his chair and squeals like a mouse, because I think that this is funny!"</p> <p><b>Possible Questions:</b><br/>- How do the title/contents page/chapter headings/index/glossary, etc... help me find information in this book?<br/>- Which part of the text should I use to find...?<br/>- Why has the author organised the information like this? - Where/when does the story take place?<br/>- What did s/he/it look like?<br/>- Where did s/he/it live?<br/>- Who are the characters in the book?<br/>- What part of the story do you like best? Why?<br/>- Who do you think is the most interesting character? Why?<br/>- Where would you look to find information about...?</p> | <p><b>Success Criteria:</b><br/>- "I think that the most important point is that children should be safe when crossing roads, as it tells us about the accidents that happen and where you should cross roads safely."<br/>- "At the beginning of the story: Kit had lost the key to his new house; felt a range of negative emotions (panic/confusion); and he began to explore various places he might have left it."</p> <p><b>Possible Questions:</b><br/>- What's the main point in this paragraph?<br/>- Summarise the key point of this paragraph. - How would you describe the personality of... and why?<br/>- How would you describe the beginning/middle/end of the story in 3 sentences?</p> |



Sawley Junior School Reading Progression Grid: Comprehension (Year Five)



Teachers of reading constantly advocate it as an enjoyable pastime for wellbeing and pleasure, as well as a medium through which to learn across the curriculum.

The essence of reading cannot be captured purely by teaching a sequence of lessons, but in the way that it is held in high esteem by adults in school. This is achieved through the range of high-quality texts readily available for the children's enjoyment, as well as through books promoted by the teacher. Within lessons, and story time, high-quality discussion will elicit the children's responses to the text.

| Comparing, Contrasting and Commenting - Poetry, Fiction and Non-fiction  | Poetry and Performance   |
|--|--|
| <p>To discuss, compare and analyse texts across a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions (R1, R2, R3, R4, R5, R6)</p> <p>To become increasingly familiar 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 (R7, R8, R9, R10, R11, R13, R14)</p> <p>To participate in discussions about books that are read to/by pupils, building on their own and others' ideas as well as courteously challenging views (R1, R2, F12)</p> <p>To read a range of books that are structured in different ways and read for a range of purposes (R6)</p> <p>To identify the characteristics of different text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types (T4, T5, T7)</p> <p>To recommend texts to peers based on personal choice, giving reasons why.</p> | <p>To learn a wider range of poetry by heart (R12)</p> <p>To rehearse for the performance of poems and plays, showing understanding of intonation, tone and volume so that the meaning is clear to an audience (R3, R4, R12, R13, R14)</p> |

The following skills are taught (with an awareness of the interplay required) using a holistic approach, via a high-quality, suitably challenging text.

| Vocabulary  |   | Inference  | Prediction  | Explanation  | Retrieval   | Summarise (KS2)  |
|---|---|--|---|--|---|--|
| Understanding and Correcting Inaccuracies   | Words in Context and Authorial Choice   |  |   |  |   |  |
| <p>To check that text makes sense as it is read, self-correcting where required and know the importance of doing so to ensure accuracy, and discuss understanding.</p> <p>To ask, answer and discuss questions to improve their understanding of a text.</p> <p>To substitute words for others to work out the meaning of words.</p> <p>To 'read around' and look for clues to work out the meaning of words.</p> | <p>To identify how language, structure and presentation contribute to meaning (F13, F14)</p> <p>To discuss language used by authors to create effect (including figurative language: metaphor, simile, imagery, style and effect.) (T1, T2, T3)</p> | <p>To draw inferences (answering questions appropriately) from characters' feelings, thoughts, and motives from their actions (F6, F8, F9)</p> | <p>To predict what might happen from details stated and implied (F10)</p> <p>To justify predictions using</p> | <p>To explain and discuss understanding of what is read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary (NF6)</p> <p>To know the difference between facts and opinion (T6)</p> | <p>To retrieve, record and present information from fiction and non-fiction (F2, F3, F4, NF6)</p> <p>To use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts (NF2, NF3, NF4, NF6, F2, F3, F4)</p> | <p>To identify main ideas drawn from more than one paragraph and to summarise these (F7)</p> |

|   |   |   |  |   |   |
|---|---|---|--|---|---|
| To identify root words, prefixes and suffixes to work out the meaning of words. | To evaluate the use of authors' language and explain how it has created an impact on the reader (F13) | To justify their inferences with evidence from the text. (F9) (PEE Approach). | evidence from the text (F9, F10) (PEE Approach). | To distinguish between statements of fact and opinion, providing reasoned justification for their views (T6, NF5, T9) | To identify key information in a text using skimming and scanning.<br><br>To 'read around' key words and phrases to retrieve information. |
|---|---|---|--|---|---|

| Reading Domain links   | 2A Explain the meaning of words in context  | 2D: Inference  | 2E: Prediction   | 2G: Identify and explain how meaning is enhanced through choice of words and phrases  | 2B: Retrieve and record information and identify key details from fiction/non-fiction   | 2C: Summarise main ideas from more than one paragraph   |
|--|---|--|--|---|---|---|
| Success criteria shows how you would expect a child to demonstrate their understanding | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- Explain how the word choice (e.g. sullen) helps us to understand the character's feelings.</li> <li>- Give synonyms for age-related vocabulary, e.g. complex.</li> <li>- Independently find words in a dictionary and give the definition in their own words.</li> </ul> <p><b>Possible Questions:</b></p> <ul style="list-style-type: none"> <li>What other words/phrases could the author have used to say/explain...?</li> <li>- Give the meaning of the word... in this sentence.</li> <li>- Which word most closely matches the meaning of...?</li> <li>- Which word is a synonym for...?</li> <li>- Can you explain the dictionary definition of the word... in your own words?</li> <li>- Explain 2 things that the word XYZ suggests.</li> </ul> | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- The child can infer what a character is like from stated details, e.g. when the book states that a character has missed school and stolen from children's drawers, they can infer that the character is a 'trouble-maker' and can use the examples in the text to justify this answer.</li> <li>- "The word 'trudging' suggests that the soldier is struggling to walk across the muddy field."</li> <li>- "The word 'tranquil' tells us that the place is calm and peaceful."</li> </ul> <p><b>Possible Questions:</b></p> <ul style="list-style-type: none"> <li>- What makes you think that...?</li> <li>- How can you tell that...? - What does this word/phrase/sentence imply/reveal about the character/setting/mood/atmosphere?</li> <li>- Explain what... (phrase/word) suggests about... character/setting/action?</li> <li>- How does the blurb build up excitement and interest?</li> <li>- Which words/phrases does the author use to let us know how the main character is thinking/feeling? Explain.</li> <li>- How did the character's behaviour at this point, effect what happened later in the story?</li> </ul> | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- The child can predict how a character might behave (e.g. the man is likely to get cross at the person knocking on his door) from details explained elsewhere (e.g. the man likes his own company).</li> <li>- "Kitty's mother is likely to be upset about her relationship because my mum got cross with me when I started playing with the wrong friends."</li> </ul> <p><b>Possible Questions:</b></p> <ul style="list-style-type: none"> <li>- Look at the cover/title/first line/chapter headings</li> <li>- What do you think the story is about/will happen next?</li> <li>- Why did the author choose this setting? How</li> </ul> | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- When prompted, the child can identify that "The dragon's breath was as hot as lava" is a good 'simile' because it helps the reader imagine how hot the dragon's breath was.</li> <li>- The child can explain that the short sentences in a paragraph help to build up tension by drawing the reader's attention to those sentences, suggesting that something is about to happen.</li> <li>- The child can notice that a particular character uses a lot of slang words, and explain how that affects reactions to that character.</li> <li>- The child notes how technical language in a non-fiction text helps to give a formal feel to the text.</li> <li>- "The phrase 'down-trodden' makes you feel sorry for the character because it sounds like he's trampled on by others."</li> </ul> <p><b>Possible Questions:</b></p> <ul style="list-style-type: none"> <li>- Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>- What other word/s or phrase/s could the author have used to...?</li> <li>- Which words do you think are most effective in...? Why? - How has the author made the</li> </ul> | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- The child can quickly find information on a history topic on the 'Egyptians' by using library books, websites, maps and information leaflets, and with support can make notes of key points.</li> <li>- When given a page of text, the child can make notes in the margin to identify key ideas and can highlight relevant sections, and with support can explain/present this information to others.</li> <li>- "I think that it's true that Count Belvir is 'deceptive' because he keeps hiding things from others and denying he knows where they are kept."</li> </ul> <p><b>Possible Questions:</b></p> <ul style="list-style-type: none"> <li>- How do the title/contents page/chapter headings/index/glossary, etc... help me find information in this book?</li> </ul> | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- "In summary, this chapter is about loss, hope and friendship."</li> <li>- "Mrs Cox feels 'lonely' and 'desperate to make friends' as she sits alone and stares out of her window, watching the world go by every day."</li> </ul> <p><b>Possible Questions:</b></p> <ul style="list-style-type: none"> <li>- Summarise the paragraph/chapter/story in your own words.</li> <li>- How would you summarise the paragraph/chapter in 3 words.</li> <li>- How would you describe the personality of... and why?</li> </ul> |

|  |  |   |   |  |   |  |
|--|--|---|---|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>- Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...?</li> </ul> | <ul style="list-style-type: none"> <li>might this influence how the story develops? Explain.</li> <li>- How is the character like someone you know? Do you think they will react in the same way? Why/why not? - What evidence from the text makes you think...?</li> <li>- Why did the author choose this setting? How might this influence how the story develops?</li> </ul> | <ul style="list-style-type: none"> <li>character appear... happy/sad/angry/frustrated/lonely/bitter, etc.?</li> <li>- How has the author made you, as the reader, feel...?</li> <li>- Which figurative devices has the author used? Why? - How does the simile/metaphor/personification help you to understand? Why is it effective? - How does the phrase... help to make the description of the character/ setting effective?</li> <li>- How does the author create a feeling of suspense? - Which words/phrases had most impact on you as a reader? Why?</li> <li>- How does the author's vocabulary choices/sentence structures make you want to keep on reading? - What impact does the phrase ... have on the reader?</li> </ul> | <ul style="list-style-type: none"> <li>- Which part of the text should I use to find...?</li> <li>- Why has the author organised the information like this?</li> <li>- What do you think about the way information is organised in different parts of the text?</li> <li>- What was revealed at... the beginning, middle, end, specific paragraph of the text?</li> <li>- Which of these statements is true/false? Explain.</li> <li>- What does the character bring to the story?</li> <li>- Why did the character do...? What effect did this have on the story?</li> <li>- Can you explain one way in which the text suggests that...? Can you say where the text tells you this?</li> <li>- Which part of the story best describes XYZ? Explain why.</li> </ul> |  |
|--|--|---|---|--|---|--|



Sawley Junior School Reading Progression Grid: Comprehension (Year six)



Teachers of reading constantly advocate it as an enjoyable pastime for wellbeing and pleasure, as well as a medium through which to learn across the curriculum.

The essence of reading cannot be captured purely by teaching a sequence of lessons, but in the way that it is held in high esteem by adults in school. This is achieved through the range of high-quality texts readily available for the children's enjoyment, as well as through books promoted by the teacher. Within lessons, and story time, high-quality discussion will elicit the children's responses to the text.

| Comparing, Contrasting and Commenting - Poetry, Fiction and Non-fiction  | Poetry and Performance  |
|--|---|
| <p>To discuss, compare and analyse texts across a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions (R1, R2, R3, R4, R5, R6)</p> <p>To become increasingly familiar 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 (R7, R8, R9, R10, R11, R13, R14)</p> <p>To participate in discussions about books that are read to/by pupils, building on their own and others' ideas as well as courteously challenging views (R1, R2, F12)</p> <p>To read an increasingly complex range of books that are structured in different ways and read for a range of purposes (R6)</p> <p>To identify the effectiveness or purpose of characteristics of different text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types (T4, T5, T7)</p> <p>To recognise more complex themes in what they read (such as loss or heroism) (T7)</p> | <p>To continue to learn a wider range of poetry by heart.</p> <p>To prepare and confidently perform poems and scripts using a wide range of devices to engage</p> |

To compare characters and themes within a text and across more than one text (T7)  
 To recommend texts to peers based on personal choice, giving reasons why.

the audience (R3, R4, RI2, RI3, RI4)

The following skills are taught (with an awareness of the interplay required) using a holistic approach, via a high-quality, suitably challenging text.

| Vocabulary   |   | Inference  | Prediction   | Explanation   | Retrieval  | Summarise (KS2)  |
|--|---|--|--|---|--|--|
| Understanding and Correcting Inaccuracies  | Words in Context and Authorial Choice   |  |  |   |  |  |
| <p>To check that text makes sense as it is read, self-correcting where required and know the importance of doing so to ensure accuracy, and discuss understanding.</p> <p>To ask, answer and discuss questions to improve their understanding of a text.</p> <p>To substitute words for others to work out the meaning of words.</p> <p>To 'read around' and look for clues to work out the meaning of words.</p> <p>To identify root words, prefixes and suffixes to work out the meaning of words.</p> | <p>To identify how language, structure and presentation contribute to meaning (FI3, FI4)</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: <b>metaphor, simile, analogy, imagery, style and effect</b> (TI, T2, T3)</p> | <p>To draw inferences (answering questions appropriately) from characters' feelings, thoughts, and motives from their actions (F6, F8, F9)</p> <p>To justify their inferences with evidence from the text (F9)</p> <p>(PEE Approach).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues (F6, NF2, F2)</p> <p>To consider different accounts of the same events and discuss</p> | <p>To predict what might happen from details stated and implied (F10)</p> <p>To justify predictions using evidence from the text (F9, F10) (PEE Approach).</p> | <p>To explain and discuss understanding of what is read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary (NF6)</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justification for</p> | <p>To retrieve, record and present information from fiction and non-fiction (F2, F3, F4, NF6)</p> <p>To identify key information in a text using skimming and scanning</p> <p>To 'read around' key words and phrases to retrieve information.</p> <p>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</p> | <p>To identify main ideas drawn from more than one paragraph and to summarise these (F7)</p> <p>To draw out key information and to summarise the main ideas in a text (F7)</p> |

|  |   |  |  |   |  |  |
|--|---|--|--|---|--|--|
|  |   | alternative viewpoints (both of authors and of fictional characters) (F2, F3)  |  | their views (T6, NF5, T9)   | visit or reading a theatre review). (NF2, NF3, NF4, NF6, F2, F3, F4)   |  |
| Reading Domain links   | 2A Explain the meaning of words in context  | 2D: Inference  | 2E: Prediction   | 2G: Identify and explain how meaning is enhanced through choice of words and phrases  | 2B: Retrieve and record information and identify key details from fiction/non-fiction  | 2C: Summarise main ideas from more than one paragraph  |
| Success criteria shows how you would expect a child to demonstrate their understanding | <p><b>Success Criteria:</b><br/>Define synonyms and provide examples. Explain idioms/phrases such as "driving me round the bend". Use a dictionary to define words such as "fraudulent" and explain them in their own words.</p> <p><b>Possible Questions:</b><br/>What other words/phrases could the author have used to say/explain...?<br/>- Give the meaning of the word... in this sentence. - Which word most closely matches the meaning of...? - Which word is a synonym for...?<br/>- What does the idiomatic phrase... mean?<br/>- Which words in the thesaurus most closely give the same meaning of the word... in the present context?</p> | <p><b>Success Criteria:</b><br/>- In discussing a story, the child might point out that Emily helped the elderly woman to her feet after her fall, but that was only so people would think she was a kind, helpful girl.<br/>- The child can use context of what they know about characters to recognise when a character means something different from what they say, e.g. being sarcastic or patronising.</p> <p><b>Possible Questions:</b><br/>- What makes you think that...?<br/>- How can you tell that...? - Explain what... (phrase/word) suggests about... character/setting/action?<br/>- What motives do you think the character had behind...? Explain.<br/>- What assumptions can you make about...? Why?<br/>- How does the author indicate that the character feels downhearted/ anxious/ frustrated/ regretful?<br/>- Can you find a quotation from the text which reveals...?<br/>- Why did the character behave the way they did? Did they know what would happen as a consequence of their actions? Explain.<br/>- Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text.<br/>- Which word/s give you the impression that ...?</p> | <p><b>Success Criteria:</b><br/>- "Queen Elsa has always looked after her people, so when she is faced with her town's people having no food I think she will give up what she has for them."<br/>- "I think that Bill will never trust his brother again because it says that he 'looked at his brother in a different light'." <b>Possible Questions:</b><br/>- Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next?<br/>- Based on what you know about the main character, how might this story develop? Why do you think this? Explain.<br/>- Based on the setting of the story, how might the character behave//think? Why do you think this? Explain.<br/>- Which quote from the text clearly explains why the character behaved in such a way? Explain your thinking.<br/>- What evidence from the text makes you think...? - Can you predict several possible outcomes and explain your answer?<br/>- If there was a sequel to this story, what might happen? Explain.</p> | <p><b>Success Criteria:</b><br/>- The child can point out examples of emotive language in a persuasive text, or detailed and sequential instructions in a procedural text.<br/>- In response to directed questions, the child can identify that a poem about the summer and the winter could be an analogy for two people with very different personalities.<br/>- When asked how a poet has helped the reader to picture a scene, the child can identify examples of figurative language and analogy and explain how these affect the reader.<br/>- "The author creates an understanding of the power of weapons by using personification to talk about how they 'behave' in a violent manner."</p> <p><b>Possible Questions:</b><br/>- What does this word/phrase/sentence tell you about the character/mood?<br/>- How does the author's use of vocabulary / sentence composition help to create a specific mood/atmosphere?<br/>- What other word/s or phrase/s could the author have used to...?<br/>- Which words do you think are most effective in...? Why?<br/>- How has the author made the character appear... happy/sad/angry/ frustrated/lonely/bitter, etc.?<br/>- How has the author made you, as the reader, feel...?<br/>- How does the simile/metaphor/personification help you to understand? Why is it effective?<br/>- How does the phrase... help to make the description of the character/setting effective?<br/>- How does the author use imagery to create mood?<br/>- Does the author present information in the most effective way? Why/why not?<br/>- How else could the author have presented this information? Why might it be better/worse in this way? Explain.</p> | <p><b>Success Criteria:</b><br/>- When researching a project on WWII, the child selects appropriate books, websites and other information sources, and can draw together information appropriately in order to present it succinctly.<br/>- When researching a topic, the child can locate information quickly, e.g. by skimming (general impression) and scanning (specific information) and can record or present information, e.g. by making brief notes.<br/>- When looking for specific information in fiction texts, the child can use skimming/scanning skills to find relevant details quickly and accurately, recording their findings in note form.<br/>- "The mood of the text becomes more dramatic as the author uses shorter sentences to describe what is happening."</p> <p><b>Possible Questions:</b><br/>- Why has the author organised the information like this?<br/>- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?<br/>- From whose point of view is the story told? How do you know?<br/>- At which part of the story does the atmosphere change/character realise.../action heighten? What evidence do you have to support/justify your opinion?<br/>- Which of these statements is true/false? Justify your answer.<br/>- What does the character bring to the story? - Why did the character do...? What effect did this have on the story?<br/>- Can you explain one way in which the text suggests that...? Can you say where the text tells you this?<br/>- Why did (character) do ...? What effect did this have on the story?<br/>- Can you give two reasons why (character) does / does not like ...?</p> | <p><b>Success Criteria:</b><br/>"This story is primarily about the relationship between a father and son, and how important this bond is throughout life."<br/>- "The subtitles I would give these three paragraphs are: <b>Habitat, Diet and Behaviour.</b>"</p> <p><b>Possible Questions:</b><br/>- Summarise the paragraph/chapter/story in your own words. - How would you summarise the paragraph in 3 words.<br/>- What sub-headings could you give each paragraph/ section? - How would you describe the personality of... and why?</p> |



# Pedagogy

Daily reading lessons are centred around the following principles:

- Explicit teaching of new vocabulary: Prior to each lesson, vocabulary that is pivotal to understanding the text is selected and then the meaning and pronunciation of these words are taught at the beginning of each lesson.
- Modelled expressive reading: by the teacher who is the expert.
- A range of strategies to practise fluent reading, including:
  - Echo reading: Pupils echo what has been read by the teacher.
  - Choral reading: All pupils follow the lead of the teacher and read in unison.
  - Paired reading: Pupils practise reading sentences or paragraphs whilst the other listens.
  - Independent reading: Children read an increasing amount of text as they become more fluent.
- Repeated re-reading: Pupils become experts at reading the same passage of text, thereby gaining a secure mental model of what good reading sounds like and understanding that this is sometimes necessary to fully comprehend the text.
- Skilled questioning: Teachers plan questions, and opportunities for discussion, at key points within the text to support and expand the children's understanding of what is being read – these questions and discussions draw on a range of relevant reading skills such as inference, prediction, summarising etc. Teachers take the opportunity to support pupils whose existing background knowledge does not yet allow them to access the content.
- Challenging texts: The selection of challenging texts enables children to have high aspirations in reading by bridging the gap between what they already know and understand and what they can potentially achieve.
- Modelling comprehension skills: Teachers explicitly model the internal narrative process (asking questions, making comments, and linking ideas) that established readers use as they unpick the meaning and content of new texts.

## Key Fiction Texts Studied in Reading Lessons/Story Time:

(All supplemented with carefully selected, age-appropriate non-fiction texts that develop wider curriculum knowledge).

|             | Y3  | Y4  | Y5   | Y6  |
|-------------|---|---|--|---|
| AUTUMN TERM | The Hodgeheg<br>Stig Of the dump -<br>developing<br>knowledge of classic<br>authors.                        | The firework maker's<br>daughter<br>Egyptian Cinderella -<br>link to previous half<br>term topic of<br>Egyptians  | Percy Jackson and<br>the lightning thief -<br>Link with myths and<br>legends                                   | 'Pig Heart Boy' -<br>Link with Science<br>topic   |
| SPRING TERM | A Bear called<br>Paddington<br>My Family and other<br>Romans - link with<br>previous topic of the<br>Romans | Everest - link with<br>Geography, where on<br>earth am I?<br>Queen Of Darkness -<br>link to Roman Britain<br>topic.   | Street Child - Link<br>with Victorians<br>Rivet Boy - link with<br>D&T Bridges and<br>Victorian topic.         | SATS texts and Far<br>From Home- Link with<br>Street Child, follows<br>on and allows them<br>to make links. Also<br>links to Atl History<br>Topic of The<br>Victorian Revolution. |
| SUMMER TERM | My Family and other<br>Romans link with<br>previous topic of the<br>Romans<br>The BFG - Book<br>study.      | Journey To The Last<br>River - Link with<br>previous half term<br>Geography topic of<br>Rivers and water.<br>The Lion, The Witch<br>and The Wardrobe -<br>Book study. | High rise mysteries -<br>bringing history to<br>life, themes of<br>friendship and<br>belonging - PSHE<br>link. | Kensuke's Kingdom -<br>Link to Geography,<br>South America Topic.<br>Book study.  |

Y6 - Only one text per term. This is supplemented by SATS practise tests and practise comprehensions. The summer term also contains the Y6 production, a lot of English speaking and listening skills are developed through this unit.

Progression is by theme and content, for example, in Y6 - Pig Heart Boy discusses controversial themes and discusses operations. Books are linked to topics *wherever possible*, in Y6 - Far From Home is read as a follow on to Street Child in Y5 to enable to children to develop a deep understanding of the connections between the books and characters. This enables them to develop those skills of connecting and retrieval in preparation for their SATS.

