

## Reading progression skills Lower Year 3

<p><b>READING: Strategies, expression, fluency.</b>  <b>Understanding and interpreting texts</b>  <b>Grammatical awareness</b>  <b>Steps to success for 1:1 reading and adult led fluency activity.</b></p>	<p><b>READING: Strategies, expression, fluency.</b>  <b>Knowing how texts work (Reading for meaning)</b>  <b>Steps to success for Comprehension Lessons content domain B and G</b></p>	<p><b>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion)</b>  <b>Steps to success for Inference Lessons Content Domain C and F, Text Cohesion lessons content domain E and H, Vocabulary Lessons content domain A and D</b></p>	<p><b>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts</b>  <b>Steps to success for 1:1 reading and adult led fluency activity.</b></p>
<p>I take notice of punctuation and meaning and pause appropriately.</p>	<p>I can find answers to my own questions using a variety of information texts.</p>	<p>I can justify prediction and opinions by referring to the text.</p>	<p>I can reflect on enjoyment and usefulness of reading a range of text types.</p>
	<p>I can use detailed knowledge of alphabet to find books and locate information quickly.</p>	<p>I respond accurately and with supporting detail when answering questions.</p>	<p>I confidently relate my own experience to reading.</p>
	<p>I can identify a range of key genres and know some main features.</p>	<p>I knows where to look for answers in the text.</p>	<p>I can independently read an increasing range of text types fluently and accurately .</p>

	I use my knowledge of how texts are organised to find information effectively.	I can reads ahead to work out meaning.	I can expresses preferences e.g. favourite authors, genres.
	I can locate and use information.	I can respond to the tension in a story.	
		I can recognise elements of authorial style.	
		I can interpret and summarise text without losing meaning.	
		I can use syntax ( the arrangement of words), context and word structure to build on and develop vocabulary.	
		I can identify key points when reading an appropriate text.	

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<p>I can maintain the readers interest through emphasising words, and adding pace to my reading.</p>	<p>I can find the main ideas in text, including chronological structure, cause/effect and plot.</p>	<p>I always look for links and draw conclusions .</p>	<p>I can concentrate on reading for longer periods and can persevere with longer texts.</p>
<p>I understands how the meaning of sentences is effected by punctuation, word order and conjunctions.</p>	<p>I can use the index and headings to find information in a non-fiction text.</p>	<p>I Use evidence from the text to justify my opinions.</p>	<p>I can read a wide range of text types rapidly and accurately.</p>

	I knows an increasing range of text types, and genres, and can identify their main features .	I can find relevant words in a text without prompting.	I can compare the presentation of common themes across different genres
		I knows where and how to look for answers in a text.	I can respond with empathy to elements of fiction and poetry.
		I can refer to texts when explaining my views.	
		I shows understanding of significant ideas, themes, events and characters, and with help, I can show that they have used inference and deduction.	
		I can respond in detail when answering questions.	
		I can express my understanding in my own words rather than just repeating.	
		I can link key elements from different sections of the text to build a detailed understanding and draw further conclusions.	
		I understand and recognise that there may be a deeper meaning, or theme, underlying the plot.	
		I know that certain words and phrases create particular responses in the reader.	
		I use quotes and textual details as part of my evaluation.	

		I recognise the need to go beyond literal comprehension in order to access the full meaning of a text.	
		I can articulate understanding of the main points in a text.	

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<p>I can identify expressive, figurative and descriptive language used to create effects in poetry and prose.</p>	<p>I recognise the ways writers present issues and points of view in fiction or non-fiction.</p>	<p>I can refer to the text to support predictions and opinions.</p>	<p>I tackle unfamiliar and challenging texts with confidence</p>
<p>I can recognise complex sentences.</p>	<p>I can Identify how language is used and structured in a range of texts.</p>	<p>I can locate relevant information and use my findings coherently.</p>	<p>I tackle challenging texts rapidly, accurately and with increasing confidence</p>

I can read aloud, using my voice appropriately to give full value to meaning, pace and tension.	I can locate ideas and information quickly in a range of resources; using the index and contents list.	I can recognise elements of authorial style and am sensitive to their effects.	I can reflect on my reading preferences.
	I can recognise and identify the language conventions of a range of texts.	I can concentrate over extended periods and extended texts, maintaining comprehension throughout.	I can compare the presentation of common themes across different genres.
		I can Use skimming, scanning and note-making to identify the gist or key points in a text.	
		I can give a detailed and well justified opinion giving both praise and criticism appropriately.	
		May suggest possible improvements or sequels for texts.	
		Can explain how authors create particular effects in reader response - powerful vocabulary, questions, stock phrases etc.	
		Forms valid and well-justified conclusions based on textual evidence	

		I understand significant ideas, themes and structures.	
		I appreciate and respond to a range of relationships between characters, settings, and events.	



# Reading progression skills Year 5

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<p>I can read aloud using my voice appropriately. I sometimes vary my voice for different characters.</p>	<p>I recognise that different texts appeal to different audiences.</p>	<p>I can select relevant information from a range of appropriate texts.</p>	<p>I can plan and manage my own reading for a range of purposes.</p>

<p>I use my voice and language to engage the reader.</p>	<p>I can retrieve and collate information from a range of sources</p>	<p>I use detailed evidence to give persuasive answers to questions.</p>	<p>I can tackle challenging texts rapidly, accurately and with confidence.</p>
	<p>I can identify key features, themes and characters across a range of appropriate texts.</p>	<p>I use note-making effectively to summarise the main points in a text.</p>	<p>I can concentrate over extended periods and extended texts, maintaining comprehension throughout.</p>
		<p>I can form valid and well justified conclusions based on detail and reference to the text.</p>	
		<p>I can select sentences, phrases and relevant information to justify opinions.</p>	
		<p>I can explain implied meanings making reference to the text.</p>	
		<p>I can consider what the author may have intended to achieve.</p>	

		I always consider the impact of a text on myself, and Understand that other reactions are possible.	
		I understand significant ideas, themes and structures.	
		I appreciate and respond to a range of relationships and between characters, settings and events.	
		I can comprehend a range of implicit (suggested but not directly expressed) meanings.	
		I show that I clearly understand the story through my responses to questions.	
		I can identify fact and opinion in a text.	
		I can show I have read beyond the literal by the answers I give.	

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<p>I can read aloud using my voice appropriately, and can vary my voice for different characters.</p>	<p>I can retrieve and collate information from a range of sources.</p>	<p>I use inference and deduction with confidence.</p>	<p>I assertively use texts to support reading purpose, regardless of personal taste or preference.</p>
<p>I use my voice and language to engage the reader.</p>	<p>I can recognise and discuss the elements and purposes of different text structures, e.g.</p>	<p>I can speculate how readers may react in different ways to texts.</p>	<p>I can identify my own research needs and manage my reading accordingly.</p>

	reports, procedures, narratives etc.		
	I Can select essential points.	I can describe and evaluate authors' use of techniques, e.g. narrative structure, themes or figurative language, justifying interpretations by reference to the text.	
		I can communicate a sense of the hidden irony.	
		I can read and comprehend texts that are abstract and removed from my personal experience.	
		I can make critical comparisons between texts.	
		I can compare and contrast information from a variety of sources.	
		I can discuss a range of possible deductions and evaluate the most likely	
		I can select sentences, phrases and relevant information to support my views.	
		I can make confident assessments of authors intent, referring in	

		detail to words, phrases, characters and other devices used to manipulate readers' response.	
		I can speculate about the appeal of texts for different audiences and purposes.	