





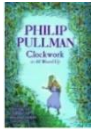





# Reading Progression

## Year 5 and 6

|  |  |  |
|--|--|--|
| <b>EYFS and KS1 Vocabulary</b>   | letter sound, letter name, diagraph, trigraph, phoneme, grapheme, decode/sight read, tricky word, syllable, rhyme, word, sentence, fiction, non-fiction, author, illustrator, blurb, character, title, page, prediction, punctuation (? ! , “ ‘ ...), contraction, prefix, suffix, word, sentence, phrase, vocabulary, expression, inference   |  |
| <b>Year 3/4 Vocabulary</b>   | fluent/fluency, skim, scan, justify, refer back, evidence to support, specific, in relation to, engage, impact, effect, literary conventions, themes, deduce, organisational features, opinion, recount<br>root words, prefixes, suffixes, common exception words, grapheme phoneme correspondences (GPCs), pronunciation, infer/inference/authorial intent, predict, identify, motive, intonation, tone, volume, action, vocabulary, plays, reference books, textbook, layout, structure<br><b>sources, bias, persuasive, audience, locate, precise, myths, legends</b> |  |
| <b>Year group</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
| <b>Key vocabulary</b>  | Purpose, Grammatical features, Evaluate, Significant/significance, Effective, Recite, Formal, Informal, summarize, compare   | colloquialisms   |
| <b>Phonics progression</b>   |  |  |
| Children will compare and contrast books from a similar genre from previous years, comparing language type, vocabulary, story structure, plots and characters.   |  |  |
| At Moorlands Primary School, children will over all 5 plaques of reading so that by the time that they reach Year 6 and beyond, they have a good understanding of all of them and are able to access the more complex book expected of them in secondary schools. The reading spine below only takes into account narratives (and some poetry) so a good balance of topic-appropriate non-fiction should also be read to help further develop children's background knowledge of the subject they are studying.<br><b>The texts highlighted are covered in reading for mastery sessions.</b> All other texts are used as whole class readers for enjoyment |  |  |
| <b>Archaic</b>   |  <p>The Highway Man<br/>Alfred Noyes</p>   |  <p>Spider and the fly<br/>Mary Howitt</p>   |
| <b>Non-linear</b>  |  <p>Georges secret key to the universe.<br/>Stephen Hawking</p><br> <p>Holes<br/>Louis Sachar</p>  |  <p>Christmas Carol<br/>Charles Dickens</p> |

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|   |   |  |
|---|---|--|
| Narratively complex   |  <p>The BFG<br/>Roald Dahl</p>  <p>Clockwork<br/>Philip Pullman</p> |  |
| Symbolic  |  <p>Trash<br/>Andy Mulligans</p>   |  <p>Arrival<br/>Shaun Tan</p>   |
| Resistance  |   |  <p>Arrival<br/>Shaun Tan</p>   |
| Key comprehension skills  |   |  |
| <p>Become familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions and to discuss the features of each.</p> <p>Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.</p> <p>Identify significant ideas, events and characters; and discuss their significance.</p> <p>Recite poems by heart, e.g. narrative verse, haiku.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> |   | <p>Give/explain the meaning of words in context.</p> <p>Retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Summarise main ideas from more than one paragraph.</p> <p>Make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Predict at might happen from details stated and implied.</p> <p>Identify/explain how information/narrative content is related and contributes to meaning as a whole.</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p> |