

Progression in Reading – Years 3 to Year 6 : YEAR 6

Purpose of Study

At Cavendish Primary School, from Y3-Y6, we use 'Reading Gems' to develop children's wider reading skills. These are:

Enjoy, Decode, Define, Retrieve, Summarize, Infer, Predict, Relate, Explore and Compare.

Enjoy 				Decode 			
<b>Define</b> 	<b>Retrieve</b> 	<b>Summarise</b> 	<b>Infer</b> 	<b>Predict</b> 	<b>Relate</b> 	<b>Explore</b> 	<b>Compare</b> 
2a: Give/explain the meaning of words in context.	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text

## Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet

## Notes and Guidance (non-statutory)

At this stage, there should be no need for further direct teaching of word-reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

When teachers are reading with or to pupils, attention should be paid to new vocabulary - both a word's meaning(s) and its correct pronunciation.

## Reading - comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

#### Notes and guidance (non-statutory)

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than 1 text.

They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information [for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review]. Teachers should consider making use of any library services and expertise to support this.

Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.

Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

	Reading skills			Question stems
Define (give/explain the meaning of words)	Autumn	Spring	Summer	<ul style="list-style-type: none"> <li>• What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>• Can you find examples of simile, metaphor, hyperbole or personification in the text?</li> <li>• What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?</li> </ul>
	<ul style="list-style-type: none"> <li>• discuss and evaluate how the author's choice of language impacts the reader</li> </ul>	<ul style="list-style-type: none"> <li>• use a thesaurus to find synonyms for a larger variety of words and think about antonyms to change the meaning</li> </ul>	<ul style="list-style-type: none"> <li>• find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> </ul>	
Retrieve (retrieve and record information)	Autumn	Spring	Summer	<ul style="list-style-type: none"> <li>• Find the... in this text. Is it anywhere else?</li> <li>• Can you skim the next... and find me the answer to...?</li> <li>• When/where is this story set? Find evidence in the text.</li> <li>• Find the part of the story that best describes the setting.</li> <li>• What do you think is happening here? Why?</li> <li>• Who is telling this story?</li> <li>• What genre is...?</li> </ul>
	<ul style="list-style-type: none"> <li>• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>*They use evidence from across whole chapters or texts</li> </ul>	<ul style="list-style-type: none"> <li>• Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>• Retrieve, record and present information from a wide variety of non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask my own questions and follow a line of enquiry</li> </ul>	
Summarise (summarise main ideas)	Autumn	Spring	Summer	<ul style="list-style-type: none"> <li>• What is the main point of the text?</li> <li>• Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else?</li> <li>• Sum up what has happened so far in... words/seconds or less.</li> <li>• Can you read the text and summarise what has happened?</li> <li>• Which is the most important point in these paragraphs? Why?</li> <li>• Do any sections/paragraphs deal with the same themes?</li> </ul>
	<ul style="list-style-type: none"> <li>• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>• make comparisons across different books.</li> </ul>	<ul style="list-style-type: none"> <li>• summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. Be able to explain key points and why these are important.</li> </ul>	

Infer (make inference from the text)	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> </ul>	<ul style="list-style-type: none"> <li>• make inferences about events, feelings, states backing these up with evidence.</li> <li>• give quality evidence to support the point they are making.</li> </ul>	<ul style="list-style-type: none"> <li>• infer characters' feelings, thoughts and motives, giving more than one good piece of evidence to support each point made. They can draw evidence from different places across the text (and different books about the same theme /character)</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think... means? Why do you think that? Could it be anything else?</li> <li>• I think....; do you agree? Why/why not?</li> <li>• Why do you think the author decided to...?</li> <li>• Can you explain why...?</li> <li>• Where else in the text can we find the answer to this question?</li> </ul>
Predict (predict what might happen)	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied - compare this with what happens.</li> </ul>	<ul style="list-style-type: none"> <li>• support predictions by using relevant evidence from the text.</li> <li>• confirm and modify predictions in light of new information</li> </ul>	<ul style="list-style-type: none"> <li>• think about poems/books by similar authors - can you predict similar themes</li> <li>• use quality evidence from what has previously been read to inform prediction</li> </ul>	<ul style="list-style-type: none"> <li>• Which stories have openings like this? Do you think that this story will develop the same way?</li> <li>• Why did the author choose this setting? Will that influence the story?</li> </ul>
Relate (identify/explain how information is related and contributes as a whole)	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> <li>• provide reasoned justification for my views</li> <li>• give reasons for authorial choices</li> </ul>	<ul style="list-style-type: none"> <li>• begin to challenge points of view</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• understand/consider different viewpoints and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>• distinguish between fact, opinion and bias explaining how they know this.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why... did that.</li> <li>• Does this story have a moral?</li> <li>• Can you identify where the author has shown bias towards a particular character?</li> <li>• Is it fact or is it opinion? How do you know?</li> <li>• How does the author make you feel at this point in the story? Why did they do that?</li> <li>• Can you explain it in a different way?</li> </ul>
Explore	Autumn	Spring	Summer	

(choice of words and phrases)	<ul style="list-style-type: none"> <li>• discuss how presentation and structure contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p>In non fiction, discuss technical words and their importance.</p>	<ul style="list-style-type: none"> <li>• Why has the text been organised in this way? Would you have done it differently?</li> <li>• By writing..., what effect has the author created? Do you think they intended to?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• How do other people's descriptions of ...show that...?</li> </ul>
Compare (comparisons within the text)	<p>Autumn</p> <ul style="list-style-type: none"> <li>• compare stories and similar plots/events/characters/books</li> <li>• identify themes across a wide range of writing</li> </ul>	<p>Spring</p> <ul style="list-style-type: none"> <li>• compare the actions and responses of characters to the same event</li> <li>• compare appropriate responses to situations</li> </ul>	<p>Summer</p> <ul style="list-style-type: none"> <li>• discuss different / similar settings</li> <li>• compare and discuss the start and end of a story (characters, atmosphere, setting)</li> </ul>	<ul style="list-style-type: none"> <li>• Can you think of another story with a similar theme? How do their plots differ?</li> <li>• What is similar/different about two characters? Did the author intend that?</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Which is better and why?</li> <li>• Can you look at these other texts and find me what is similar and what is different?</li> </ul>