

# Reading Progression Map



Little Acorns to Mighty Oaks

At Palfrey Junior School, Guided Reading is taught four times a week. Teachers carry out differentiated guided activities using a variety of materials to teach alongside the Reading Domains (Reading DOGS) to teach children comprehension skills. The Content Domains are broken down across each year group.

Domain	Year 3	Year 4	Year 5	Year 6
2a – give/explain the meaning of words in context	<p>Read common exception words (Year 3 and 4 spellings)</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Read common exception words (Year 3 and 4 spellings)</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Read common exception words (Year 5 and 6 spellings)</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Read common exception words (Year 5 and 6 spellings)</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>
2b – retrieve and record information/identify key details from	<p>Asking questions to improve their understanding of a text.</p> <p>Checking that the text make sense to them, discussing their</p>	<p>Asking questions to improve their understanding of a text.</p> <p>Checking that the text make sense to them, discussing their</p>	<p>Asking questions to improve their understanding.</p>	<p>Asking questions to improve their understanding.</p>

fiction and non-fiction	understanding and explaining the meaning of words in context.  Retrieve and record information from non-fiction.	understanding and explaining the meaning of words in context.  Retrieve and record information from non-fiction.	Retrieve, record and present information from non-fiction.	Retrieve, record and present information from non-fiction.
2c – summarising main ideas from more than one paragraph	Identifying main ideas drawn from more than one paragraph and summarising these.	Identifying main ideas drawn from more than one paragraph and summarising these.	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
2d - make inferences from the text/explain and justify inferences with evidence from the text	Drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence	Drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence.  Provide reasoned justifications for their views.	Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence.  Provide reasoned justifications for their views.
2e – predict what might happen from details stated and implied	Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied.
2f – identify and explain how information/narrative content is related to and contributes to meaning as a whole	Identify how language, structure and presentation contribute to meaning.  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	Identify how language, structure and presentation contribute to meaning.  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	Identifying how language, structure and presentation contribute to meaning.  Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Identifying how language, structure and presentation contribute to meaning.  Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

	<p>fairy stories, myths and legends and retelling some of these orally.</p> <p>Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others have to say.</p>	<p>fairy stories, myths and legends and retelling some of these orally.</p> <p>Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others have to say.</p>	<p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.</p>	<p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.</p>
<p>2g – identify/explain how meaning is enhanced through choice of words and phrases</p>	<p>Discussing words and phrases that capture the readers' interest and imagination.</p> <p>Using dictionaries to check the meaning of words that they have read.</p>	<p>Discussing words and phrases that capture the readers' interest and imagination.</p> <p>Using dictionaries to check the meaning of words that they have read.</p>	<p>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>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.</p>	<p>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>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.</p>
<p>2h – make comparisons within the text</p>	<p>Identifying themes and conventions in a wide range of books.</p> <p>Recognising some different forms of poetry (for example, free verse, narrative poetry)</p>	<p>Identifying themes and conventions in a wide range of books.</p> <p>Recognising some different forms of poetry (for example, free verse, narrative poetry)</p>	<p>Make comparisons within and across books.</p> <p>Learning a wider range of poetry by heart.</p> <p>Preparing poems and play scripts to read aloud and to perform,</p>	<p>Make comparisons within and across books.</p> <p>Learning a wider range of poetry by heart.</p> <p>Preparing poems and play scripts to read aloud and to perform,</p>

	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>showing understanding through intonation, tone, volume and volume so that the meaning is clear to an audience.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Participating 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.</p>	<p>showing understanding through intonation, tone, volume and volume so that the meaning is clear to an audience.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Participating 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.</p>
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