



Skills	Year 2 (prior learning)	Year 3	Year 4	Year 5	Year 6
<p>Decoding and fluency children should:</p>	<p>Apply phonic decoding until automatic and reading is fluent.</p> <p>Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly).</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read Year 2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p> <p>Read polysyllabic words containing above graphemes.</p> <p>Read most words quickly & accurately without overt sounding and blending. Monitor reading through checking words that they have decoded.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>



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Range of reading children should:	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Make comparisons within and across books.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Make comparisons within and across books.
Familiarity with texts children should:	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry. <i>Discuss sequence of events.</i> Order events from the text. Discuss how events are linked.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books. Skim and scan to retrieve details. Use quotations from the text. Retrieve information from fiction texts. Make simple notes from a text.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books. Confidently skim and scan. Use relevant quotes to support answers. Retrieve and record information from a range of texts.	Increase 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. Identify and discuss themes and conventions in and across a wide range of writing. Skim and scan and also use the skill of reading before and after to retrieve information. Use evidence from across a larger section of text. Read a broader range of texts. Retrieve and record information from a range of texts. <i>Ask my own questions to follow a line of enquiry.</i>	Increase 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. Identify and discuss themes and conventions in and across a wide range of writing. Skim and scan and also use the skill of reading before and after to retrieve information. Use evidence from across a larger section of text. Read a broader range of texts. Retrieve and record information from a range of texts. <i>Ask my own questions to follow a line of enquiry.</i>
Poetry and performance children should:	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.	Learn 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.	Learn 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.



Additional non-statutory VIPERS

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Word meanings children should:	<p>Discuss and clarify the meanings of words and link new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p> <p>Recognise some recurring language in stories and poems.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Discuss the words that capture a reader's interest or imagination. Identify how language choices can help build meaning.</p> <p>Find meaning of the new words using substitution.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Use a thesaurus to find synonyms.</p> <p>Discuss new and unusual vocabulary and clarify the meaning of these. Find the meaning of the words in the context of the sentence.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Explore the meaning of words in context.</p> <p>Investigate alternative word choices.</p> <p>Look at figurative language.</p> <p>Use a thesaurus for synonyms.</p> <p>Read around the word.</p> <p>RE-write passages using alternative word choices.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Explore the meaning of words in context.</p>
Understanding children should:	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Make links between a current book and those already read.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Express my own views about a book or poem.</p> <p>Discuss similarities.</p> <p>Listen to the opinion of others.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify morals and messages in a story.</p> <p>Identify how language structure and presentation contribute to the meaning of the text.</p> <p>Give a brief verbal summary.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify morals and messages in a story.</p> <p>Identify how language structure and presentation contribute to the meaning of the text.</p> <p>Identify themes from the texts.</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Provide increasingly reasoned justification.</p> <p>Begin to challenge points of view.</p> <p>Explain and discuss their understanding of what they have read, including through presentations and debates.</p> <p>Understand fact and opinion.</p> <p>Identify themes across a wide range of reading.</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Begin to challenge points of view.</p> <p>Explain and discuss their understanding of what they have read, including through presentations and debates.</p> <p>Understand fact, opinion and bias explaining how they know this.</p> <p>Provide increasingly reasoned justification.</p> <p>Summarise information from across a range of texts and link information by analysing and evaluating ideas.</p>



Springfield Junior Reading Progression. NC Objectives

Additional non-statutory VIPERS

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Inference children should:	<p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions modifying answers as the story progresses.</p> <p>Use pictures or words to make inferences.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Justify inferences with evidence.</p> <p>Ask and answer questions appropriately including some simple inference based on character's feelings, thoughts and motives.</p> <p>Make inferences about actions and events.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Justify inferences with evidence.</p> <p>Ask and answer questions appropriately including some simple inference based on character's feelings, thoughts and motives.</p> <p>Use more than one piece of evidence to justify their answer.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Use figurative language to infer meaning.</p> <p>Give one or two pieces of evidence to support the point they are making.</p> <p>Begin to draw evidence from more than one place across the text.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Draw evidence from more than one part of the text.</p> <p>Discuss how characters change and develop through the texts by drawing inferences based on indirect clues.</p>
Prediction children should:	<p>Predict what might happen on the basis of what has been read so far.</p> <p>Make predictions using their own knowledge.</p> <p>Make logical predictions and give an explanation.</p>	<p>Predict what might happen from details stated and implied.</p> <p>Justify predictions using evidence from the text.</p> <p>Use previous knowledge to make predictions and justify them.</p> <p>Use details from the text to form further predictions.</p>	<p>Predict what might happen from details stated and implied.</p> <p>Justify predictions using evidence from the text.</p> <p>Use previous knowledge to make predictions and justify them.</p> <p>Monitor these predictions and compare them as they read the text.</p>	<p>Predict what might happen from details stated and implied.</p> <p>Support predictions with evidence from the text.</p> <p>Confirm and modify predictions.</p>	<p>Predict what might happen from details stated and implied.</p> <p>Support predictions with evidence from the text.</p> <p>Confirm and modify predictions in lights of new information.</p>
Authorial intent children should:	<p>Recognise simple recurring literacy language in stores and poetry.</p> <p>Identify and discuss story elements.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Identify how language, structure, and presentation contribute to meaning .</p>	<p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.</p> <p>Give reasons for authorial choices.</p>



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<p>Non-fiction children should:</p>	<p>Be introduced to non-fiction books that are structured in different ways</p> <p>Explain organisational features of texts.</p> <p>Use some of the features of a text to locate information.</p>	<p>Retrieve and record information from non-fiction texts</p> <p>Use contents page and subheadings to locate information</p> <p>Use the features of a text to help them find a variety of information.</p>	<p>Retrieve and record information from non-fiction texts .</p> <p>Use the features of a text to help them find a variety of information.</p>	<p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction texts</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction texts.</p>
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<p>Discussing reading children should:</p>	<p>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p>