



St Andrew's Reading Skills Progression Ladder

	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Read words with unfamiliar spelling patterns</p> <p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Continue to build a knowledge of unusual grapheme phoneme correspondences</p>	<p>Try out different pronunciations to aid the decoding of unfamiliar, longer words</p> <p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Continue to build a knowledge of unusual grapheme phoneme correspondences</p>	<p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p>	<p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p>
Being a Reader	<p>Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books</p> <p>Identify and remember common structural and language conventions in different text types</p> <p>Read for a range of purposes</p> <p>Retell stories, adding key details</p> <p>Prepare poems and plays to read aloud and perform</p> <p>Retell fairy stories or folktales focusing on the theme</p> <p>Use dictionaries to check word meanings</p>	<p>Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books</p> <p>Identify and remember common structural and language conventions in different text types</p> <p>Read for a range of purposes</p> <p>Know and recognise some forms of poetry</p> <p>Prepare poems and playscripts to read aloud and perform, considering speed, volume and action</p> <p>Retell myths and legends focusing on the themes</p> <p>Prepare poems and playscripts to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis</p>	<p>Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books</p> <p>Increase their familiarity with fiction genres including books from other cultures, modern fiction and traditional stories</p> <p>Know a range of children's authors and poets</p> <p>Read for a range of purposes</p> <p>Learn poems by heart</p> <p>Recommend a book and explain why</p> <p>Use pertinent and technically specific vocabulary when talking about books</p> <p>Discuss a text confidently with others, responding to their ideas and challenging their views courteously</p> <p>Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience</p> <p>Learn more complex poems by heart</p>	<p>Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books</p> <p>Increase their familiarity with fiction genres including myths and legends, and modern and classic fiction</p> <p>Discuss and compare a range of children's authors and poets (including classic authors)</p> <p>Read for a range of purposes</p> <p>Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience</p> <p>Identify, discuss and compare themes</p> <p>Use pertinent and technically specific vocabulary when talking about books</p> <p>Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary</p>

<p style="text-align: center;">Answering Questions</p>	<p>Check that they understand the text they are reading and explain the meaning of words in context Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described Answer questions by referring back to the text Predict what may happen and explain using detail from the text Identify the key points in a text Use textual details to draw conclusions about characters, settings and events Explain the basic structures inherent in different text types (fiction and non-fiction) Select and explain favourite vocabulary choices Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc. Develop understanding by linking reading to other books or similar contexts</p> <p>(SUM) Explain the purpose of structural features Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation</p>	<p>Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning Identify how the layout in book and screen-based texts aids the reader Discuss language which has captured their interest Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text Make connections between texts in terms of plot, similar characters, same author etc.</p> <p>Select and discuss effective words and phrases e.g. figurative language Recognise the viewpoint of the author</p> <p>Identify instances where structure and layout contribute to meaning Engage in a discussion on an author's use of language Distinguish between fact and opinion when discussing viewpoint</p>	<p>Check that the text makes sense to them and discuss their understanding Use imagination and empathy to explore a text beyond the page Answer questions drawing on information from several places in the text Predict what may happen using stated and implied details and a wider personal understanding of the world Summarise using an appropriate amount of detail as evidence Use evidence to both support and challenge conclusions drawn within and from a text Identify a point in the text where the author has made a structural choice and consider the reasoning behind it Discuss and evaluate how authors use language and the impact on the reader Recognise that different parts of the text may have different purposes Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location</p> <p>Explain why an author has used figurative language and the effect this has Comment on a writer's purpose and viewpoint e.g. noting bias</p> <p>Explain some choices an author has made in structuring and organising their text Identify how the choice of language contributes to meaning Identify, describe and compare writers' themes across a range of texts</p>	<p>Check that the text makes sense to them and use questioning and discussion to further their understanding Empathise with emotions in deeper texts Answer a range of question types on single and multiple texts Refine and verify predictions in discussion with others Summarise the key points in a more complex text, using their own words to establish clear meaning Revise conclusions based on new evidence in the text Develop explanations of inferred meanings Explain the series of choices an author has made in structuring and organising their text Identify formality in texts and the use of standard and non-standard English Compare differing purposes and viewpoints in texts on similar topics Explain in detail how the contexts in which texts are written contribute to meaning</p> <p>Describe and evaluate the choices an author has made in their use of language Explain purpose and viewpoint with reference to evidence in the text</p> <p>Explain how an author has used language to manipulate the reader Identify the effects of purpose and viewpoint on the reader and begin to explain how these have been created</p>
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<p style="text-align: center;">Being a Researcher</p>	<p>Take notes by summarising, deleting and substituting Retrieve, record and present information</p>	<p>Distinguish between fact and opinion in order to verify the accuracy and reliability of information Appraise the usefulness of a text for a task Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>	<p>Detect bias and distinguish fact from opinion Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information Understand copying, quoting and adapting source material</p>	<p>Extend note-taking by grouping and linking notes and using abbreviations Orchestrate a full range of research skills to conduct and present an independent research project</p>
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