

## Progression in Reading at High View

Year 3	Year 4	Year 5
<b>Working Towards the Expected Standard</b> ↓ black	<b>Working Towards the Expected Standard</b> ↓ brown	<b>Working Towards the Expected Standard</b> ↓ <i>dark blue</i>
Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes (inc alternative spelling patterns)	Read aloud many words quickly and accurately without overt sounding and blending (at approximately 90 words per minute).
Read accurately <b>some</b> words of two or more syllables that contain the same GPCs.	Read <b>some</b> of the year 4 common exception words. ( <i>record how many</i> )	Work out the meaning of known words from the context.
Read <b>some</b> of the year 3 common exception words ( <i>record how many</i> )	Read aloud <b>some</b> words quickly and accurately without overt sounding and blending.	Read some of the year 5 common exception words.* ( <i>record how many</i> )
Read aloud <b>many</b> words quickly and accurately without overt sounding and blending	Sound out <b>many</b> unfamiliar words accurately (up to and beyond 6 graphemes).	Retrieve key facts from fiction and non-fiction.
Sound out <b>many</b> unfamiliar words accurately of words up to 5 graphemes	Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.	Make plausible predictions.
Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me		
<b>Working at the Expected Standard</b> <i>black/grey</i>	<b>Working at the Expected Standard</b> <i>brown/green</i>	<b>Working at the Expected Standard</b> <i>dark blue</i>
Read accurately <b>most</b> words of two or more syllables.	Read accurately <b>most</b> words of two or more syllables.	Read age-appropriate books with confidence and fluency, using punctuation to guide pace and appropriate expression.
Read <b>most</b> words containing common suffixes	Read <b>most</b> words containing common suffixes.	Read many common of the year 5 exception words. ( <i>record how many</i> )
Read <b>many</b> common of the year 3 exception words. ( <i>record how many</i> )	Read <b>many</b> of the year 4 common exception words. ( <i>record how many</i> )	Work out the meaning of new words from the context
Read words accurately and fluently without overt sounding and blending i.e. approximately 90 words per minute.	Read words accurately and fluently without overt sounding and blending i.e. at approximately 90 words per minute.	Retrieve information from fiction and non-fiction in an age appropriate text.

Sound out <b>most</b> unfamiliar words accurately, without undue hesitation.	Sound out <b>phonetically plausible</b> unfamiliar words accurately, without undue hesitation.	Summarise main ideas, identifying key details and using quotations for illustration.
To have knowledge of and explain the meaning of many tier 2 age appropriate words.	To have knowledge of and explain the meaning of many tier 2 age appropriate words.	Make comparisons within and across books.
Check that I understand what I have read by giving a summary in my own words.	Check that I have understood what I have read and retell it in my own words.	Evaluate how authors use language, including figurative language, considering the impact on the reader
Ask and answer questions and make inferences on the basis of what is being said and done.	Retrieve key details from both fiction and non-fiction texts	Predict what might happen from details stated and implied
	Draw inferences based on actions, speech or description.	Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
		To have knowledge of and explain the meaning of many tier 2 age appropriate words.
<b>Working at Greater Depth (+all of Working at the Expected Standard)</b> <i>brown+</i>	<b>Working at Greater Depth (+all of Working at the Expected Standard)</b> <i>dark blue+</i>	<b>Working at Greater Depth (+all of Working at the Expected Standard)</b> <i>mustard +</i>
Make inferences on the basis of what is being said and done.	Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.	Make specific links between the book I am reading and other books I have read.
Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Infer meaning from across more than one paragraph of text.
Make links between the book I am reading and other books I have read.	Make specific links between the book I am reading and other books I have read.	Explain key themes from across a whole text.