

Progression in Reading at High View

Year 4	Year 5	Year 6
Working Towards the Expected Standard <i>↓ brown</i>	Working Towards the Expected Standard <i>↓ dark blue</i>	Working Towards the Expected Standard <i>↓ mustard</i>
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 aloud many words quickly and accurately without overt sounding and blending (at approximately 100 words per minute).
Read some of the year 4 common exception words. (record how many)	Work out the meaning of known words from the context.	Independently work out the meaning of known words from the context.
Read aloud some words quickly and accurately without overt sounding and blending.	Read some of the year 5 common exception words.* (record how many)	Read some of the year 5 and 6 common exception words.* (record how many)
Sound out many unfamiliar words accurately (up to and beyond 6 graphemes).	Retrieve key facts from fiction and non-fiction.	Retrieve key facts from fiction and non-fiction with independence and increasing accuracy.
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.	Make plausible predictions with reference to the text to justify ideas.
Working at the Expected Standard <i>brown/green</i>	Working at the Expected Standard <i>dark blue</i>	Working at the Expected Standard <i>mustard</i>
Read accurately most words of two or more syllables.	Read age-appropriate books with confidence and fluency, using punctuation to guide pace and appropriate expression.	Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings (at approximately 120 words per minute)
Read most words containing common suffixes.	Read many common of the year 5 exception words. (record how many)	Decode any unfamiliar words with increasing speed and skill.
Read many of the year 4 common exception words. (record how many)	Work out the meaning of new words from the context	Work out the meaning of new words from the context and morphology.
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.	Retrieve, record and present information from non-fiction texts, using materials for purposeful information retrieval and in contexts where pupils are genuinely motivated to find out information.

Sound out phonetically plausible unfamiliar words accurately, without undue hesitation.	Summarise main ideas, identifying key details and using quotations for illustration.	Draw out key information and to summarise the main ideas in a text.
To have knowledge of and explain the meaning of many tier 2 age appropriate words.	Make comparisons within and across books.	Compare characters, settings and themes within a text and across more than one text.
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	Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect
Retrieve key details from both fiction and non-fiction texts	Predict what might happen from details stated and implied	Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
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	Explain and discuss their understanding of what they have read, including through formal presentations and debates.
	To have knowledge of and explain the meaning of many tier 2 age appropriate words.	
Working at Greater Depth (+all of Working at the Expected Standard) <i>dark blue +</i>	Working at Greater Depth (+all of Working at the Expected Standard) <i>mustard +</i>	Working at Greater Depth (+all of Working at the Expected Standard)
Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.	Infer meaning from across more than one paragraph of text.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
Predict what might happen on the basis of what has been read so far.	Explain key themes from across a whole text.	To recognise more complex themes in what they read (such as loss or heroism).
Make specific 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.	Make associations and comparisons between different sections of a book and between books.