

Ditton Reading Progression Map

Echo reading and discussions about the book should be happening during your end of the day story time slot. During this, you can discuss author intent and vocabulary used. (<https://www.onceuponapicture.co.uk/the-collections/> useful for prediction and inference)

Skill	Year 3	Year 4	Year 5	Year 6
	<p><i>Term 1 – Hooray for Diffendoofer Day, Oh the places you’ll go.</i></p> <p><i>Term 2- Ug, Cave Baby, Stone Age Boy</i></p> <p><i>Term 3- The King who Banned the Dark</i></p> <p><i>Term 4- Varjak Paw</i></p> <p><i>Term 5-Pugs of the Frozen North</i></p> <p><i>Term 6- Charlottes Web</i></p>	<p><i>Term 1 – Floodland</i></p> <p><i>Term 2- A Christmas Carol</i></p> <p><i>Term 3- The Wilderness War</i></p> <p><i>Term 4- Beowulf</i></p> <p><i>Term 5-The Miraculous Journey of Edward Tulane</i></p> <p><i>Term 6- Tin Forest, Planet Unkown</i></p>	<p><i>Term 1 – Holes.</i></p> <p><i>Term 2- Northern lights</i></p> <p><i>Term 3- Ruin, The Highwayman</i></p> <p><i>Term 4- Egyptian Echo, The Secrets of the Sun King</i></p> <p><i>Term 5- The adventures of Odysseus</i></p> <p><i>Term 6- The Jungle Book</i></p>	<p><i>Term 1 – Alma, The Arrival</i></p> <p><i>Term 2- The Secret Garden</i></p> <p><i>Term 3- Goodnight Mr Tom</i></p> <p><i>Term 4- Malala</i></p> <p><i>Term 5-Wonder</i></p> <p><i>Term 6- Cosmic</i></p>
<b>Decoding (GPS)</b>	Children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. They read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. They read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Children apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	Children apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
<b>Clarifying and understanding vocabulary (GPS)</b>	Children begin to find the meaning of new words by using the context of the sentence it is in to help them. They also use the skills of looking at the picture, finding root words and breaking words down.	Children find the meaning of new words by using the context of the sentence it is in to help them. They also use the skill of linking words to other words that they know.	Children read around the word and are taught to explore its broader meaning within a section or paragraph.	Children read around the word and independently explore its broader meaning within a section or paragraph, linking it to other words they know.
<b>Prediction</b>	Children are taught the skill of using as details from the text and pictures to form further predictions about the story.	Children use relevant prior knowledge, as well as details from the text to form predictions and justify them. Children monitor predictions, and	Predictions are supported by relevant evidence drawn from the text, and illustrations. Children confirm and modify predictions as they read on.	Predictions are supported by relevant evidence and explanations drawn from across the text and illustrations. Children

		compare them with the text as they read on.		confirm and modify predictions in light of new information during the course of the text.
<b>Retrieval</b>	<p>Children are taught and begin to use skimming and scanning to retrieve and record details from a paragraph.</p> <p>Children can find and copy words directly from the text.</p>	<p>Children use skimming and scanning to retrieve and record details from a small fiction and non-fiction text.</p> <p>Children can find and copy words directly from the text</p>	<p>Children can effectively skim, scan and read before and after to retrieve and record information, using evidence from a larger part of text.</p> <p>Children can find and copy words directly from the text, including synonyms and words of similar meaning</p>	<p>Children use accurately and effectively skim, scan and read before and after to retrieve and record information, using evidence from across the text in a short space of time.</p> <p>Children can find and copy words directly from the text, including those of synonyms and antonym</p>
<b>Inference</b>	<p>Children infer characters' thoughts and feelings from their actions, beginning to give some reasoning or reference to a specific point in the text.</p>	<p>Children infer characters' feelings, thoughts and motives from their actions, consolidating the skill of justifying them with some reference to a specific point in the text.</p>	<p>Children infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support each point made, beginning to draw evidence from different places across the text.</p>	<p>Children infer characters' feelings, thoughts and motives, giving multiple pieces of evidence to support each point made, drawing evidence from different places across the text.</p>
<b>Questioning</b>	<p>Children generate a variety of questions, including retrieval and inferential questions to help them understand a text further.</p> <p><i>(work on questioning in many ways: model questioning of a text, marking texts with stick-on questions; sorting</i></p>	<p>Children generate a variety of questions, including retrieval, inferential and questions about the deeper meaning or themes of a text to help them understand further.</p>	<p>Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking questions that take the</p>	<p>Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the</p>

	<i>them according to importance; bringing questions for discussion; talking about questions unanswered by the author; and recording questions)</i>	<i>(work on questioning in many ways: marking texts with stick-on questions; sorting them according to importance; bringing our questions for discussion; talking about questions unanswered by the author; and recording questions)</i>	discussion deeper and beyond the text, with the child. <i>(work on questioning in many ways: marking texts with stick-on questions; sorting them according to importance; bringing our questions for discussion; talking about questions unanswered by the author; and recording questions)</i>	discussion deeper and beyond the text. <i>(work on questioning in many ways: marking texts with stick-on questions; sorting them according to importance; bringing our questions for discussion; talking about questions unanswered by the author; and recording questions)</i>
<b>Summarising</b>	Children begin to distinguish between important and unimportant information in a text and synthesise the key points to give a brief verbal summary. Teachers model how to record for children to begin	Children distinguish between important and unimportant information in a text and synthesise the key points to give a brief written summary.	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within a text.	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within and between texts
<b>Authorial intent</b>	Children begin discussing words and phrases that capture the reader's interest and imagination They also identify how language can contribute to the meaning	Children begin discussing words and phrases that capture the reader's interest and imagination They also identify how language and presentation contribute to the meaning	Children identify how language, structure and presentation contribute to meaning. They can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Children identify how language, structure and presentation contribute to meaning. They can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader, comparing across a range of books within an author as well as across different authors.