



# Filey Junior School

Widening Horizons and Reaching Our Potential. Respecting the World and Each Other.  
A Happy, Healthy and Positive Learning Community

## Curriculum Pillars Reading

Decoding and Fluency	Comprehension	Reading for Pleasure
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## Curriculum Themes Reading

Retrieval	Prediction	Inference
Questioning	Summarising	Clarifying

# Pillar Progression

## Decoding and Fluency

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Children can read at a speed of approx' 90 words per minute.</li> <li>Children develop expression when reading aloud, particularly where characters are speaking in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency is developed by choral reading in Whole class reading and echo reading in small groups where needed.</li> </ul>	<ul style="list-style-type: none"> <li>Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary.</li> <li>Children use expression, confidently, when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Children can read silently; they recognise words automatically and group words quickly to help them gain meaning from what they read.</li> <li>Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.</li> </ul>

## Comprehension

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>To use appropriate terminology when discussing texts (plot, character, setting).</li> </ul>	<ul style="list-style-type: none"> <li>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</li> <li>To identify themes and conventions in a wide range of books.</li> <li>To discuss and compare texts from a wide variety of genres</li> </ul>	<ul style="list-style-type: none"> <li>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</li> <li>To discuss and identify themes which may go beyond the literal. Identify characters</li> </ul>	<ul style="list-style-type: none"> <li>Identify more abstract themes in what they have read (love, hate, bravery etc.)</li> <li>Make links between what they have read and their first-hand experiences</li> <li>Discuss with others (including adults) in order to present their own understanding and reflect upon others' ideas</li> </ul>

and writers.

motives and thoughts.

## Reading for Pleasure

### Year 3

- Discuss likes and dislikes regarding reading, stories and books
- To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Extend the range of books read by browsing and selecting texts, including poetry, to read independently.

### Year 4

- Choose books to take home based upon their likes and dislikes.
- Gives reasons for their opinions on books and stories
- Has begun to read from a variety of genres and authors
- Develop their reading stamina as they read longer texts

### Year 5

- Suggest new books to read, based upon books that they have enjoyed.
- To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Plan personal reading goals which reflect their interests and extend their range

### Year 6

- Make recommendations for other people based upon their likes and dislikes and give reasons for this
- Select books which relate to different themes for example: love and hate; friendship; overcoming obstacles.
- Actively seeks books that will challenge their thinking / views.

# Theme Progression

## Retrieval

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>Children begin to learn the skill of 'skim and scan' to retrieve information.</li> <li>Children begin to quote from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Children skim and scan texts to retrieve details</li> <li>They begin to use relevant quotes to support answers to questions.</li> </ul>	<ul style="list-style-type: none"> <li>Children skim and scan and can use the skill of reading before and after to retrieve information.</li> <li>They use evidence from across larger sections of text.</li> </ul>	<ul style="list-style-type: none"> <li>Children confidently skim and scan and also use the skill of reading before and after to retrieve information.</li> <li>They use evidence from across whole chapters or text.</li> </ul>

## Prediction

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>Children use relevant prior knowledge to make predictions and justify them.</li> <li>They are taught the skill of using details from the text to form further predictions.</li> </ul>	<ul style="list-style-type: none"> <li>Children use relevant prior knowledge, as well as details from the text, to form predictions, and to justify them.</li> <li>They are taught to monitor these predictions and compare them with the text as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>Predictions are supported by relevant evidence from the text.</li> <li>Children can confirm and modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>Predictions are supported by relevant evidence from the text.</li> <li>Children can confirm and modify predictions in light of new information.</li> </ul>

## Inference

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>Children can infer characters' feelings thought and motivations from their</li> </ul>	<ul style="list-style-type: none"> <li>Children use relevant prior knowledge, as well as details from the text, to form</li> </ul>	<ul style="list-style-type: none"> <li>Predictions are supported by relevant evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Predictions are supported by relevant evidence from the text.</li> </ul>

<p>stated actions.</p> <ul style="list-style-type: none"> <li>• They begin to justify them by referencing a specific point in the text.</li> </ul>	<p>predictions, and to justify them.</p> <ul style="list-style-type: none"> <li>• They are taught to monitor these predictions and compare them with the text as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can confirm and modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can confirm and modify predictions in light of new information.</li> </ul>
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### Questioning

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>• Children generate a variety of questions- recall and inferential to help them understand the text further.</li> <li>• Introduce the idea of 'story themes'. Love, friendship, revenge, learn a lesson, good vs evil etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Children generate a variety of questions- recall and inferential.</li> <li>• Questions about the deeper meaning for the text help them understand the text further.</li> <li>• Develop the idea of story themes. Courage, overcoming obstacles etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Children generate a variety of questions to focus the reading and adjust questions in light of evidence from the text.</li> <li>• Adults model the use of critical thinking skills and take the discussion deeper and beyond the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text.</li> <li>• They ask their own critical thinking questions that take the discussion beyond the text.</li> </ul>

### Summarising

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>• Children begin to distinguish between the important and less important information in a text.</li> <li>• They are able to give a brief verbal summary of the text.</li> <li>• Teachers begin to model how to record summary writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Children use skills developed in year 3 and are able to write a brief summary of main points, identifying and using important information.</li> </ul>	<ul style="list-style-type: none"> <li>• Children begin to make connections between information across the text and include this information in their written summaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Children summarise information from across the text and link information by analysing and evaluating ideas between sections of text.</li> </ul>

<b>Clarifying</b>			
<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<ul style="list-style-type: none"> <li>• Children begin to find the meaning of new words using substitution within a sentence.</li> <li>• Check that the text makes sense to them, discussing their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Children find the meaning of new words using the context of a sentence.</li> <li>• They also link new words to other words that they already know.</li> <li>• Ask questions to improve their understanding of a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Children 'read around the word' and explore its meaning in the broader context of a section or paragraph.</li> <li>• Draw meaning from more than one paragraph to support the main ideas</li> <li>• Reread sections of ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>• Children 'read around the word' and independently explore its meaning in the broader context of a section or paragraph.</li> <li>• Make connections between main ideas across different texts.</li> <li>• Use understanding from previous experience to clarify meaning.</li> </ul>