

**Cold Harbour C of E Primary School - Reading Progression**  
**All children develop pleasure in reading and motivation to read.**

Year 6 Level 6	Book Band/Lexile Level	AF1 – use a range of strategies, including accurate decoding of text, to read for meaning	AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 – deduce, infer or interpret information, events or ideas from texts.	AF4 – identify and comment on the structure and organisation of texts, inc. grammatical and presentational features at text level.	AF5 – explain and comment on writer’s use of language, inc. grammatical and literary features at word and sentence level.	AF6 – identify and comment on writer’s purposes and viewpoints, and the overall effect of the text on the reader.	AF7 – relate texts to their social, cultural and historical traditions.
Year 6 Autumn 1 6b	<b>875-950</b>	<ul style="list-style-type: none"> <li>• Continue to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> <li>• experiment with using a range of strategies to engage the listener when reading aloud e.g. intonation, volume and effective use of grammar as the author intended it be read.</li> <li>• Develop speed of reading fluently to self, self-correcting when text errors are made or something doesn’t make sense and</li> </ul>	<ul style="list-style-type: none"> <li>• check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• readily asking relevant questions to improve their understanding</li> <li>• confidently summarising the main ideas drawn from multiple paragraphs, identifying and noting key details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• confidently and effectively draws inferences using a range of strategies to interpret characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence and explanation (point, evidence, explain)</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, becoming selective over the books chosen to read and following likes and interests based on prior knowledge and experiences..</li> <li>• reading books that are structured in different ways and reading for a range of purposes - recognising and celebrating their differences and selecting books for specific purposes, including selecting books out of comfort zone/usual choosing.</li> <li>• making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>• independently and competently, use dictionaries to check for meaning, explain and/or comment on use of language</li> </ul>	<ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning. Critically review these in light of the overall effect on the reader.</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• participate in discussions about books, building on their own and others’ ideas and challenging views courteously</li> </ul>

		identify strategies to solve unfamiliar words and learn word meanings.						
<b>Year 6 Autumn 2 6b+</b>	<b>875-950</b>	<ul style="list-style-type: none"> <li>continue to expand reading voice in light of new grammar knowledge - cohesive devices used to create flow - how can these be used to create flow when reading aloud?</li> </ul>	<ul style="list-style-type: none"> <li>describe the main ideas/messages conveyed in a poem/narrative, identifying the key details to support the main idea</li> <li>with increasing accuracy, retrieve and record key words for meaning e.g. find and copy questions, replace word questions</li> <li>understand the meanings of words in context and evidence understanding e.g. What does the word 'spat' suggest about...? It suggests that...the poet has used this word because...</li> </ul>	<ul style="list-style-type: none"> <li>further prediction skills by selecting and providing specific details stated and implied, along with evidence from text to explain e.g. How will they be freed? How can you tell?</li> </ul>	<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>learning a wider and more complex range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, carefully planning and selecting how to use intonation, tone and volume so that the meaning is clear to an audience</li> </ul>		<ul style="list-style-type: none"> <li>when reading, make links to social, cultural and historical traditions established in the text e.g. when was the text written? What was happening at this time? How could this have influenced the writer? Would this have been written in the same way today?</li> </ul>
<b>Year 6 Spring 1 6w</b>	<b>950-1000</b>	<ul style="list-style-type: none"> <li>continue to expand reading voice in light of new grammar knowledge - bullet points, passive voice, hyphens to avoid ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction texts, unpicking what has been read to explain</li> </ul>	<ul style="list-style-type: none"> <li>confidently and independently, read and interpret information presented in a range of formats (e.g. diagrams, tables) to answer questions with evidence to explain reasoning</li> </ul>	<ul style="list-style-type: none"> <li>selecting, reading and/or listening to and discussing a wide range of non-fiction and reference books or textbooks. Make careful and sensible choices when considering the</li> </ul>		<ul style="list-style-type: none"> <li>Critically evaluate the choices made by the writer for presentation of information, make preferences and suggest improvements e.g. As a reader, how do you feel about the</li> </ul>	<ul style="list-style-type: none"> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned</li> </ul>

			e.g. give two reasons why...	e.g. what evidence is there to suggest that...?	purpose of reading material, choosing texts that most fit for purpose.		use of...? Do you prefer it presented in this way? If you were the writer, how would you present this information?	justifications for their views
<b>Year 6 Spring 2 6w+</b>	<b>950- 1000</b>	<ul style="list-style-type: none"> <li>•continue to expand reading voice in light of new grammar knowledge - bullet points, passive voice.</li> <li>•Further develop speed of reading fluently to self, self-correcting when text errors are made or something doesn't make sense and using strategies to solve unfamiliar words and learn word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>•choose and use specific quotations from the text to answer questions e.g. select three words that describe the...</li> </ul>	<ul style="list-style-type: none"> <li>• confidently and efficiently draw further inferences by making links to existing knowledge of the poet, genre, theme and grammatical feature, justifying inferences with evidence and unpicking messages conveyed. E.g. What do you think is happening here? Who do you think the poem is written about/for/to? What is the message?</li> </ul>		<ul style="list-style-type: none"> <li>• continue to explore a wider range of poetry by heart to recite by heart with feeling</li> <li>• plan and prepare poems and plays to read aloud and to perform. Make and explain choices to show sound understanding of intonation, tone and volume to convey meaning to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• reflect upon and unpick the viewpoints for the text being read - could there be more than one viewpoint? Answer questions in consideration of point of view, including that of the reader e.g. what is the writer's viewpoint? How is this similar to...and different from...? What did the text make you think about?</li> </ul>	
<b>Year 6 Summer 1 6s</b>	<b>1000+</b>	<ul style="list-style-type: none"> <li>•continue to expand reading voice by managing shifts in formality, change voice, intonation and tone for effect.</li> <li>•choose to use or not to use reading voice for a range of purposes.</li> <li>•Foster speed of reading fluently to self, self-correcting when text errors are made or something doesn't make sense and using strategies to</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe the main plot and subplots in a play</li> <li>• with increasing accuracy, retrieve and select key words for meaning e.g. what word is used to describe___? Find a copy a group of words that shows...</li> <li>• show a deeper understanding the meanings of words in context e.g. which word closely matches the</li> </ul>	<ul style="list-style-type: none"> <li>•independently, use existing knowledge of character traits and understanding of character/plot development to make detailed inferences based on what is known e.g. I think this..because I know that...</li> <li>• make informed and calculated predictions with consideration of author/genre style and suggest why other options are not plausible e.g.</li> </ul>	<ul style="list-style-type: none"> <li>•critically review and evaluate the presentational style and grammatical choices across a range of books. E.g. Which character description was better? Why? Was there any part you didn't like? What would you change about it? Which book did you prefer? Why? Are there any words/phrases that you would like to</li> </ul>			<ul style="list-style-type: none"> <li>•Thoughtfully, reflect on story plots, motives and character depictions, thoughts/feelings and link to personal, social experiences e.g. do you agree/disagree with the character? Have you ever been in the character's shoes? What would you do? Links are also made to prior knowledge/experiences known and not necessarily within</li> </ul>

		solve unfamiliar words and learn word meanings.	meaning of the word...?	option b could not happen because this author always... this genre lends itself to...	remember to use in your own writing?			personal experience e.g. This would have been hard for the character because...I learned this when reading....about a person who experienced this in real life.
<b>Year 6 Summer 2 6s+</b>	<b>1050+</b>	Confident and efficient readers who can decide when to read aloud or when to read to self, able to self-correct and check for sense, using strategies to check word meaning. Readers are able to read, discuss and make use of texts for pleasure and purpose.	increasingly confident and efficient in navigating a variety of text-types to locate, select and retrieve specific pieces of information and a sound understanding of word meaning in a range of contexts	confidently and independently, infers and deduces across a variety of genres, providing considered and detailed explanations supported by evidence from text and existing knowledge about characters, plot, genre, author.				