



## Juniper Hill Primary School

### Progression of skills and knowledge in Guided Reading

Word reading				
Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can continue to apply phonic knowledge and skills as the root to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>I can read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>I can read accurately words with 2 or more syllables.</p> <p>I can read words containing common suffixes.</p> <p>I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>I can reread books to build up my fluency and confidence in word reading.</p>	<p>I can read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I can apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words I meet (see English Appendix 1 National Curriculum).</p>	<p>I can read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I can apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words I meet (see English Appendix 1 National Curriculum).</p>	<p>I can apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words I meet (see English Appendix 1 National Curriculum).</p>	<p>I can apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words I meet (see English Appendix 1 National Curriculum).</p>



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#### Reading for pleasure and discussion and understanding

Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.</p> <p>I can continue to build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>I can read non-fiction books that are structured in different ways.</p> <p>To understand a text, I can draw on what I already know or on background information and vocabulary provided by the teacher.</p> <p>I can check that the text makes sense to me as I read and correct inaccurate reading.</p> <p>I can answer and ask questions.</p>	<p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>I can read books that are structured in different ways and read for a range of purposes.</p> <p>I am increasingly familiar with a wide range of books, including fairy stories, myths, legends and I can retell some of these orally.</p> <p>I can recognise some different forms of poetry, e.g. free verse, narrative poetry.</p> <p>I can prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</p> <p>I can discuss books I have enjoyed reading.</p> <p>I can ask questions to improve my understanding of the text.</p> <p>I can participate in discussion about both books that are read to me and those I read for myself, taking turns and listening to what others say.</p>	<p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>I can read books that are structured in different ways and read for a range of purposes.</p> <p>I am increasingly familiar with a wide range of books, including fairy stories, myths, legends and I can retell some of these orally.</p> <p>I can recognise some different forms of poetry, e.g. free verse, narrative poetry.</p> <p>I can prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</p> <p>I can discuss books I have enjoyed reading.</p> <p>I can ask questions to improve my understanding of the text.</p> <p>I can participate in discussion about both books that are read to me and those I read for myself, taking turns and listening to what others say.</p>	<p>I can participate in discussion about both books that are read to me and those that I can read for myself, building on my own and others' ideas and challenging views courteously.</p> <p>I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>I can read books that are structured in different ways and use them for a range of purposes.</p> <p>I can increase my 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.</p> <p>I can learn a wider range of poetry by heart.</p> <p>I can prepare poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>I can participate in discussion about both books that are read to me and those that I can read for myself, building on my own and others' ideas and challenging views courteously.</p> <p>I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>I can read books that are structured in different ways and use them for a range of purposes.</p> <p>I can increase my 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.</p> <p>I can learn a wider range of poetry by heart.</p> <p>I can prepare poems and plays to read aloud and to perform showing understanding through</p>



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Vocabulary				
Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can discuss my favourite words and phrases.</p> <p>I can discuss and clarify the meaning of words linking new meanings to known vocabulary.</p> <p>I can recognise simple recurring literary language in stories and poems.</p>	<p>I can use dictionaries to check the meaning of words that I have read.</p> <p>I can discuss words and phrases that capture the reader's interest and imagination.</p> <p>I can identify how language choices help build meaning.</p> <p>I can find the meaning of new words using substitution within a sentence.</p>	<p>I can use dictionaries to check the meaning of words that I have read.</p> <p>I can use a thesaurus to find synonyms.</p> <p>I can discuss why words have been chosen and the effect these have on the reader.</p> <p>I can explain how words can capture the interest of the reader.</p> <p>I can discuss new and unusual vocabulary and clarify the meaning of these.</p> <p>I can find the meaning of new words using the context of the sentence.</p>	<p>I can explore the meaning of words in context, confidently using a dictionary.</p> <p>I can discuss how the author's choice of language impacts the reader.</p> <p>I can evaluate the author's use of language.</p> <p>I can investigate alternative word choices that could be made.</p> <p>I can begin to look at the use of figurative language.</p> <p>I can use a thesaurus to find synonyms for a larger variety of words.</p> <p>I can 'read around the word' and explore its meaning in the broader context of a section or paragraph.</p>	<p>I can evaluate how the author's use of language impacts upon the reader.</p> <p>I can find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>I can discuss how presentation and structure contribute to meaning.</p> <p>I can explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</p>



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Inference				
Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can make inferences on the basis of what is being said and done.</p> <p>I can use pictures or words to make inferences.</p>	<p>I can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>I can justify inferences by referencing a specific point in the text.</p> <p>I can make inferences about actions or events.</p> <p>I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>I can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>I can consolidate the skill of justifying using a specific reference point in the text.</p> <p>I can use more than one piece of evidence to justify their answer.</p> <p>I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and I can justify this with specific evidence taken from the text.</p> <p>I can give one or two pieces of evidence to support the point I am making.</p> <p>I can begin to draw evidence from more than one place across a text.</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and I can justify this with specific evidence taken from the text.</p> <p>I can discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>I can give more than one piece of evidence to support each point made.</p> <p>I can draw evidence from different places across the text.</p>



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<b>Prediction</b>				
<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>I can predict what might happen on the basis of what has been read in terms of plot, character and language so far.</p> <p>I can make logical predictions using my own knowledge as well as what has happened so far and given explanations of them.</p>	<p>I can predict what might happen from details stated and implied.</p> <p>I can justify predictions using evidence from the text.</p> <p>I can use relevant prior knowledge to make predictions and justify them.</p>	<p>I can justify predictions using evidence from the text.</p> <p>I can use relevant prior knowledge as well as details from the text to form predictions and justify them.</p> <p>I can monitor these predictions and compare them with the text as they read on.</p>	<p>I can predict what might happen from details stated and implied.</p> <p>I can support predictions with relevant evidence from the text.</p> <p>I can confirm and modify predictions as I read on.</p>	<p>I can predict what might happen from details stated and implied.</p> <p>I can support predictions with relevant evidence from the text.</p> <p>I can confirm and modify predictions in light of new information.</p>



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Explanation				
Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I have read for myself.</p> <p>I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.</p>	<p>I can identify how language, structure and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>I can recognise authorial choices and the purpose of these.</p> <p>I can discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p>	<p>I can identify how language, structure and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>I can recognise authorial choices and the purpose of these.</p> <p>I can check that the text makes sense and discuss my understanding, explaining the meaning of the words in different contexts.</p>	<p>I can recommend books that I have read to my peers, giving reasons for my choices.</p> <p>I can provide increasingly reasoned justifications for my views.</p> <p>I can distinguish between statements of fact and opinion.</p> <p>I can give reasons for authorial choices.</p> <p>I can begin to challenge points of view.</p> <p>I can identify and explain how language, structure and presentation contribute to meaning.</p> <p>I can explain and discuss my understanding of what I have read including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. (This is also in Year 6)</p>	<p>I can discuss books I have enjoyed reading and actively encourage others to try the books that I have enjoyed.</p> <p>I can provide increasingly reasoned justifications for my views.</p> <p>I can distinguish between fact, opinion and bias, explaining how I know this.</p> <p>I can give reasons for authorial choices.</p> <p>I can begin to challenge points of view.</p> <p>I can identify and explain how language, structure and presentation contribute to meaning.</p> <p>I can check that the text makes sense and discuss my understanding, explaining the meaning of the words in different contexts.</p> <p>I can explain and discuss my understanding of what I have read including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>



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Retrieval				
Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can independently read and answer simple questions about what I have just read.</p> <p>I can retrieve significant events and key information about a text I have read.</p>	<p>I can use contents pages and subheadings to locate information.</p> <p>I can learn the skill of 'skim and scan' to retrieve details.</p> <p>I can begin to use quotations from the text.</p> <p>I can retrieve and record information from a fiction text.</p> <p>I can retrieve and record information from a non-fiction text.</p>	<p>I can confidently skim and scan texts to record details.</p> <p>I can use relevant quotations to support my answers to questions.</p> <p>I can retrieve and record information from a fiction or non-fiction text.</p>	<p>I can confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>I can use evidence across larger sections of text.</p> <p>I can retrieve, record and present information from non-fiction texts.</p> <p>I can ask my own questions and follow a line of enquiry.</p>	<p>I can confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>I can use evidence from across whole chapters or texts.</p> <p>I can retrieve, record and present information from a wide variety of non-fiction texts.</p> <p>I can ask my own questions and follow a line of enquiry.</p>



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Summarise				
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<p>I can discuss the sequence of events in books and how items of information are related.</p> <p>I am increasingly familiar and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>I can order events from the text.</p> <p>I can begin to discuss how events are linked, focusing on the main content of the story.</p>	<p>I can identify main ideas drawn from a key paragraph or page and summarise these.</p> <p>I can begin to distinguish between the important and less important information in a text.</p> <p>I can give a brief verbal summary of a story.</p> <p>I can identify themes and conventions in a wider range of books.</p>	<p>I can write a brief summary of main points drawn from more than one paragraph.</p> <p>I can summarise whole paragraphs, chapters or texts.</p> <p>I can highlight key information, record it in bullet points, diagrams and maps etc.</p> <p>I can identify themes and conventions in a wider range of books.</p>	<p>I can summarise the main idea drawn from more than one paragraph, page, chapter or the entire text, identifying key details that support the main ideas.</p> <p>I can make connections between information across the text and include this in an answer.</p> <p>I can identify and discuss themes (e.g. loss, heroism) and conventions (e.g. use of first person in diaries) in and across a wide range of writing.</p>	<p>I can summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>I can summarise the main idea drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>I can identify and discuss themes (e.g. loss, heroism) and conventions (e.g. use of first person in diaries) in and across a wide range of writing.</p> <p>I can make comparisons across different books.</p> <p>I can summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>