

Autumn 1 Trash Jemmy Button	Autumn 2 Street Child	Spring 1 Song Walker	Spring 2 Non-fiction Evolution	Summer 1 Private Peaceful	Summer 2 Reading for pleasure
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Reading Progression Document – Year 6

Autumn 1

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	X	I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense. I use a wider range of breakdown strategies to do this.	
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	x	I recognise when something I read does not make full sense and I reread text carefully to understand it fully.	
identifying how language, structure and presentation contribute to meaning	X	I understand and can explain what different conjunctions mean and how they impact on my understanding of the text.	
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	X	I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	X	I make inferences such as inferring characters' feelings, thoughts and motives from their action and dialogue and justify these with evidence.	

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### Autumn 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
		I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience.	
identifying how language, structure and presentation contribute to meaning	✓	I can identify complex noun phrases within a text and I use this information to make inferences and deductions about the noun.	
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	✓	I summarise succinctly the key point of a longer piece of text.	
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	x	I can visualise a text based on using the full range of word classes and the figurative	
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	x	I can relate a text to my background knowledge and use this to empathise with characters' thoughts and feelings.	
identifying and discussing themes and conventions in and across a wide range of writing	x	I know that texts have a range of themes and can identify prominent and lesser themes and can make connections between these and others I have read.	

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### Spring 1

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
		I read effectively in my head with pace and stamina	
identifying how language, structure and presentation contribute to meaning	✓	I read longer multi-clause sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.	
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	✓	I can work out the references to characters, places and specific events in text using a range of pronouns, determiners and alternative noun references.	
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	✓	I monitor my reading for sense and can talk in detail about my understanding including giving the gist.	
provide reasoned justifications for their views.	x	I give reasoned justifications for my views based on precise evidence from the text including quotations.	
provide reasoned justifications for their views.	x	I can use a range of evidence to explain or justify my understanding.	
discuss and evaluate how authors use language, including figurative	✓	I comment on how and why a writer has used certain language, including figurative language (e.g.	

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language, considering the impact on the reader		simile, metaphor, personification) and the effect this has on the reader.	
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### Spring 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	x	I break long polysyllabic words into syllables with speed and read across the entire word.	
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	✓	I scan text quickly to find key words and phrases and skim read text to get the gist of a passage.	
identifying how language, structure and presentation contribute to meaning	✓	I understand how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.	
distinguish between statements of fact and opinion  retrieve, record and present information from non-fiction	x	I find, record and present information from non-fiction texts efficiently. I know the difference between fact and opinion and can identify this in a text	

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### Summer 1

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	✓	I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.	
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	✓	I explore the meaning of words in context and I discuss the meanings of words I don't understand I use a range of strategies to help me understand a word I don't understand including root words / prefixes / suffixes / background knowledge / understanding the context of the text / visualisation / inference.	
predicting what might happen from details stated and implied  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	x	I recognise that my ideas and visualised images change during the course of reading and I am able to explain an error I have made in my understanding.	
predicting what might happen from details stated and implied	x	I predict what might happen from details stated and implied	

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		and can justify my predictions with reference to both the text and my background knowledge.	
asking questions to improve their understanding	x	I ask questions (and wonder) about what I have already read, what I am reading and what I have yet to read and actively look for answers to these	

### Summer 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
making comparisons within and across books	x	I make comparisons within and across books commenting on similarities and differences.	
continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	x	I read and discuss a wide range of fiction, poetry, plays, non-fiction building on my own and others' ideas, using this to influence my further reading and that of others.	
reading books that are structured in different ways and reading for a range of purposes	x	I read and understand fictional texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these	
learning a wider range of poetry by heart	x	I read, recite and perform poems and plays showing understanding through intonation, tone and volume so that prompt an	

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preparing 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		emotional response from the audience.	
recommending books that they have read to their peers, giving reasons for their choices  identifying and discussing themes and conventions in and across a wide range of writing	x	I can recognise and name a wider range of authors and poets that I know and can make connections between them based on wider range of factors	