

Donnington Wood CE Junior School

	Our School Vision Our school is a community where each person is valued as a child of God. We are a Church of England school, inspired and guided by the life and teaching of Jesus. We work together to create a caring, friendly and safe school family, to enable the whole school community to flourish and each person reach their full God-given potential.	Our core values friendship hope perseverance
Our Motto <i>“The ones who plant and the ones who water work together as a team with the same purpose.”</i> 1 Corinthians 3:8 We believe that with God’s help when we all work as a TEAM - Together Everyone Achieves More.		

Progression in Reading

Key Concepts/Golden threads

Subject concepts act as coat-hangers to hook information onto and **‘Golden threads’** that run throughout the curriculum. This allows the pupils to store this knowledge into the long term memory and to remember for longer. Developed on research by Jan Meyer and Ray Land (2003), the use of concepts in our curriculum are used to capture the most important essence (knowledge) of the subject. The same concepts are explored in every year group and students will gradually increase their understanding of them.

<i>vocabulary</i>	<i>retrieval</i>	<i>inference</i>	<i>prediction</i>	<i>summary</i>	<i>explanation</i>	<i>genre</i>
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NC SUBJECT:					
Concepts	KS1 learning	Y3	Y4	Y5	Y6
Vocabulary	recognise simple recurring literary language in stories and poetry	use dictionaries to check the meaning of words that they have read	discuss words and phrases that capture the reader's interest and imagination	identify how language, structure and presentation contribute to meaning	discuss their understanding of a book and explore the meaning of words in context

			identify how language, structure, and presentation contribute to meaning	discuss and evaluate how authors use language to impact on the reader	discuss and evaluate how authors use figurative language and its impact on the reader
Inference	make simple inferences on the basis of what is being said and done	make simple inferences from the text and justify with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify with evidence	make inferences about a characters' feelings, thoughts and motives from their actions and justify with evidence	make inferences about a characters' feelings, thoughts and motives from their actions, and justify inferences with evidence from the text provide reasoned justifications for their views.
Prediction	predict what might happen next using what has been read so far to support ideas	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied
Explanation	participate in discussion about books, poems and other works that are read to them consider the different ways non-fiction books are structured	read books that are structured in different ways and read for a range of purposes	identify themes and conventions in a wide range of books	identify and discuss themes and conventions in and across a wide range of writing	read books that are structured in different ways
Retrieval	participate in discussion about books, poems and other works that can be read independently explain and discuss an understanding of books, poems and other material (both those that they listen to and those that they read for themselves)	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	retrieve and record information from non-fiction and present this in a different way	check that the book makes sense to them and discuss their understanding with others ask questions to improve their understanding retrieve, record and present information from non-fiction	explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.

		understand what they read in books they can read independently			
Summarising and sequencing	discuss the sequence of events in books (fiction and poetry)	identify main ideas in a short piece of text retrieve and record information from non-fiction	identify main ideas drawn from more than one paragraph and summarise these	identify main ideas drawn from more than one paragraph and summarise these	summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Word reading and fluency	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same GPCs already learnt read words containing common suffixes read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word read most words quickly and accurately when they have been frequently encountered without overt sounding and blending read aloud books closely matched to their improving	apply knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet in reading read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Secure decoding of unfamiliar words Read for a range of purposes Retell some stories orally prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Previous objectives should have been mastered

	phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read books to build up their fluency and confidence in word reading				
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	Year 3	Year 4	Year 5	Year 6
Autumn				
Reading lessons	<i>The Owl Who Was Afraid of the Dark</i>	<i>Charlie and the Chocolate Factory</i>	<i>The Unchosen One</i>	<i>Holes</i>
Class book	<i>The Firework Maker's Daughter</i>	<i>Anisha - Accidental Detective</i>	<i>Max and the Millions</i>	<i>The Explorer</i>
Spring				
Reading lessons	<i>Fantastic Mr Fox</i> <i>Diary of a Big Bad Wolf</i>	<i>The Butterfly Lion</i> <i>The Land of Roar</i>	<i>Wonder</i>	<i>Floodlands</i>
Class book	<i>Amazing Grace</i>	<i>Call Me Lion</i>	<i>Frankie's World</i>	<i>Windrush Child</i>
Summer				
Reading lessons	<i>Mr Majeika and the Ghost Train</i>	<i>The Boy at the Back of the class</i>	<i>High Rise Mystery</i>	<i>Can You See Me?</i>
Class book	<i>Accidental Trouble Magnet</i>	<i>The Miraculous Journey of Edward Tulaine</i>	<i>The Girl Who Stole an Elephant</i>	<i>The Island at the End of Everything</i>