

Reading Progression (Years 5–8)

Range of reading (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
- Read, discuss and enjoy a selection of fiction, poetry, plays, non-fiction and reference books. - Read books which are structured in different ways. - Read for pleasure and for information.	- Continue to read, discuss and enjoy an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks. - Continue to read books which are structured in different ways. - Read for a range of purposes.	- Read and respond to a broad range of increasingly challenging texts, including those from literary heritage and diverse cultures. Include prose, poetry and drama and seminal world literature. - Compare how themes and ideas are explored across genres. - Select reading for study and personal enjoyment.	- Read and critically engage with complex, sustained texts from different periods, cultures, and traditions. - Analyse how writers present themes, viewpoints, and perspectives across a range of genres and time periods including pre-1914 and contemporary literature, Shakespeare.

Decoding skills (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
- Use a knowledge of root words to read aloud and understand the meaning of words. - Use a knowledge of prefixes to read aloud and understand the meaning of words. - Use a knowledge of suffixes to read aloud and understand the meaning of words. - Read and understand the meaning of selected words in the Y5 and Y6 word list.	- Continue to use a knowledge of root words to read aloud and understand the meaning of words. - Use a wider knowledge of prefixes to read aloud and understand the meaning of words. - Use a wider knowledge of suffixes to read aloud and understand the meaning of words. - Read and understand the meaning of all the words in the Y5 and Y6 word list.	Use knowledge of morphology, etymology and context to decode and understand unfamiliar vocabulary across a range of texts.	Apply advanced morphological and etymological knowledge to decode and interpret complex vocabulary, including archaic and subject-specific terms.

Reading fluency (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
- Read aloud fluently, using punctuation, expression and intonation showing awareness of the audience. - Read silently for longer periods of time, using a range of strategies to read and understand the text.	- Read aloud effortlessly and with expression, showing appreciation of the audience and purpose. - Read silently for a sustained amount of time, showing a good understanding of what has been read.	- Read fluently, demonstrating control of intonation, tone, and pace to enhance meaning. - Read independently and critically for extended periods.	Read with sustained fluency and confidence across a range of texts, adapting tone and style for different audiences and analytical purposes.

Familiarity and enjoyment of texts (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
• Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from their literary heritage and books from other cultures and traditions. • Identify, compare and discuss themes within and across two or more texts. • Identify, compare and discuss the conventions of different types of texts. • Choose books to read, based on favourite authors, genres and peer recommendations. • Recommend books for others to read, giving reasons for the choices.	• Show knowledge of a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from their literary heritage and books from other cultures and traditions. • Identify, compare and discuss more complex themes within and across a broad range of texts. • Identify, compare and discuss the conventions of different types of texts. • Choose books to read that challenge and develop reading skills. • Give detailed recommendations of books for others to read.	• Demonstrate growing familiarity with canonical and contemporary literature. • Analyse how themes and conventions evolve across time and culture. • Recommend and justify reading choices with reference to literary features and authorial intent.	• Develop personal literary preferences, articulating critical opinions on genre, form, and authorial style. • Evaluate how context influences themes and reader interpretation across periods

Poetry and plays (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
• Prepare and rehearse poems and plays to read aloud and perform. • Perform poems and plays using intonation, tone and volume to make the meaning clear to the audience. • Know a poem by heart.	• Explore and analyse meaning in a selection of poems • Know a range of poetry by heart.	• Read, interpret, and perform poetry or drama, exploring rhythm, form, and imagery. • Evaluate how performance choices affect meaning.	• Analyse and perform dramatic and poetic texts, exploring structure, metre, tone, and staging. • Discuss how performance communicates layers of meaning and subtext.

Understanding and discussing texts (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
• Check that the text makes sense as it is read aloud, using a range of strategies to retrieve meaning if it is lost. • Discuss and explain what has been read to show understanding. • Contribute to group discussions about a text by expressing views and giving reasons. • Show understanding of what has been read through presentations and debates. • Make comparisons within and across texts. • Ask a variety of questions to improve understanding as the text develops.	• Check that the text makes sense as it is read aloud, using a range of strategies to retrieve meaning if lost. • Discuss and explain what has been read and show understanding through presentations and debates. • Participate in group discussions about a text, challenging the views of others respectfully. • Provide reasoned justifications for views during discussions of a text. • Make comparisons within and across texts. • Ask a variety of questions to deepen understanding of a text.	• Engage in structured discussions and debates about interpretations of texts. • Provide analytical justifications supported by textual evidence. • Compare writers' techniques and their effects on the reader.	• Engage critically in analytical discussion, evaluating interpretations with reference to textual and contextual evidence. • Compare and contrast how meaning is shaped across genres and historical contexts.

Vocabulary (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
• Explore the meaning of new words by 'reading around the word' and investigating its meaning in context. • Use dictionaries and glossaries to find and check the meaning of words.	• Explore the meaning of new words by 'reading around the word' and investigating its meaning in context. • Use dictionaries and glossaries to find and check the meaning of words. • Use learned words in new contexts	• Explore etymology, morphology, and context to interpret nuanced vocabulary and figurative language. • Use reference materials effectively to clarify meaning.	• Analyse layers of meaning in vocabulary, including figurative and symbolic language. • Evaluate how word choice contributes to tone, atmosphere, and viewpoint.

Inference (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
- Make inferences about characters' feelings, thoughts and motives from their actions. - Give a piece of evidence to support the inferences made, using a Point + Evidence response.	- Make inferences about characters' feelings, thoughts and motives from their actions. - Give at two or more pieces of evidence to support each inference made, using a Point + Evidence response.	- Make inferences and deductions supported by multiple pieces of precise textual evidence. - Analyse how characterisation and setting convey implied meaning.	- Make sophisticated inferences about themes, motivations, and authorial perspective. - Justify interpretations with close textual analysis and contextual understanding.

Prediction (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
Make simple predictions supported by relevant clues and evidence (either direct, implied or both) from the text.	Make detailed predictions supported by relevant clues and evidence (either direct, implied or both) from the text.	Predict outcomes and thematic developments based on textual evidence and awareness of genre conventions.	Anticipate and evaluate how writers manipulate structure and narrative to shape reader expectations.

Explaining authorial intent (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
- Discuss the author's or poet's use of language and suggest reasons why this choice was made. - Identify how language, structure and presentation contribute to the meaning of a text.	- Discuss and explain the author's or poet's use of language and suggest reasons why this choice was made. - Identify and explain how language, structure and presentation contribute to the meaning of a text.	- Analyse how writers use structure, form, and language to achieve specific effects and convey ideas. - Evaluate how authorial choices shape meaning and reader response.	Critically evaluate authorial techniques, considering how structure, form, and viewpoint create meaning, style, and impact across genres and contexts.

Retrieval (including nonfiction texts) (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
- With support, prepare for research by considering what is already known and formulating questions to answer. - Skim and scan across a small selection of texts. - Retrieve information using knowledge of the structure and organisational devices used in the text type. - Record and present information found during research. - Distinguish between statements of fact and opinion.	- With increasing independence, prepare for research by considering what is already known and formulating questions to answer. - With independence, skim and scan across a range of texts. - Retrieve information using knowledge of the structure and organisational devices used in the text type. - Record and present information found during research effectively.	- Skim, scan, and synthesise information from multiple texts, evaluating reliability and bias. - Distinguish fact, opinion, and perspective across different sources.	- Select, interpret, and synthesise information from varied sources to form critical, evidence-based conclusions. - Evaluate reliability, viewpoint, and purpose in complex nonfiction.

Summarising (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
With support, summarise the main ideas from more than one paragraph in a text orally and in writing.	Summarise the main ideas from more than one paragraph in a text orally and in writing with increasing independence.	- Summarise and synthesise key ideas across extended texts. - Identify how themes and arguments develop over time.	Produce succinct, critical summaries showing how key ideas and themes interrelate across complex texts.

Terminology for Pupils (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
(including previous years') figurative language, humour, free verse, rap, rhyming couplet, personification, simile, imagery, fact, opinion, purpose, impact, caption, rhetorical question, simile, presentation, debate, parenthesis, noun phrases, justify, infer, predict, explain, retrieve, summarise	(including previous years') style, justification, personification, analogy, etymology, morphology, point, evidence, explain, impression	(including previous years') connotation, narrative perspective, bias, tone, irony, juxtaposition, cohesion, context, genre, symbolism, empathy - AFORESTPIE – (alliteration, fact, opinion, rhetorical devices, emotive language, statistics, triplets, direct address, personal pronouns, repetition, imperative verbs, exaggeration)	(including previous years') subtext, contrast, ambiguity, perspective, form, structure, dialogue, rhythm, meter, allusion, foreshadowing, pathetic fallacy, comedy, tragedy