

Lostwithiel Primary School Whole School Reading WALT Progression Document

| | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------|--|---|---|---|---|
| National Curriculum Objectives | <ul style="list-style-type: none"> • Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ✓ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ✓ discussing the sequence of events in books and how items of information are related ✓ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ✓ being introduced to non-fiction books that are structured in different ways ✓ recognising simple recurring literary language in stories and poetry ✓ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ✓ discussing their favourite words and phrases • Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ✓ drawing on what they already know or on background information and vocabulary provided by the teacher ✓ checking that the text makes sense to them as they read and correcting inaccurate reading ✓ making inferences on the basis of what is being said and done ✓ answering and asking questions ✓ predicting what might happen on the basis of what has been read so far ✓ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ✓ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | <ul style="list-style-type: none"> • Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ✓ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ✓ reading books that are structured in different ways and reading for a range of purposes <ul style="list-style-type: none"> ✓ using dictionaries to check the meaning of words that they have read ✓ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ✓ identifying themes and conventions in a wide range of books ✓ discussing words and phrases that capture the reader's interest and imagination • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ✓ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ✓ asking questions to improve their understanding of a text ✓ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ✓ predicting what might happen from details stated and implied ✓ identifying main ideas drawn from more than one paragraph and summarising these ✓ identifying how language, structure, and presentation contribute to meaning ✓ retrieve and record information from non-fiction ✓ 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 | <ul style="list-style-type: none"> • Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ✓ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ✓ reading books that are structured in different ways and reading for a range of purposes <ul style="list-style-type: none"> ✓ 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 ✓ 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, making comparisons within and across books • Understand what they read by: <ul style="list-style-type: none"> ✓ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ✓ asking questions to improve their understanding ✓ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ✓ predicting what might happen from details stated and implied ✓ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ✓ identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ✓ distinguish between statements of fact and opinion ✓ retrieve, record and present information from non-fiction ✓ 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 ✓ 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 | <ul style="list-style-type: none"> • Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ✓ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ✓ reading books that are structured in different ways and reading for a range of purposes <ul style="list-style-type: none"> ✓ increasing their familiarity with a wide 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Some National Curriculum Objectives are overarching themes in our approach to teaching whole class reading.



Vocabulary

WALT: Discuss and clarify the meanings of words, linking new meanings to known vocabulary.

Success Criteria:

- ✓ I can tell my partner the meaning of a new word.
- ✓ I can explain my opinion about the vocabulary I have learnt.
- ✓ I can identify the word class of new vocabulary.
- ✓ I can use the word in a sentence similar to the example my teacher has shown me.

WALT: Understand the meaning of new vocabulary and the effect it has on the reader.

Success Criteria:

- ✓ I can identify the word class of new vocabulary.
- ✓ I can find the definition of a word in a dictionary with support from my teacher.
- ✓ I can identify two synonyms.
- ✓ I can use the new word in a sentence unlike the one modelled by my teacher.

WALT: Use dictionaries independently to find the meaning of new vocabulary.

Success Criteria:

- ✓ I can identify the word class of new vocabulary.
- ✓ I can find the definition of a word in a dictionary independently, using its context.
- ✓ I can identify four synonyms.
- ✓ I can use the new word in two different contexts.

WALT: Use word class and context of new vocabulary to predict meaning and use a dictionary to check understanding.





Success Criteria:

- ✓ I can predict the meaning of a word from its word class and context.
- ✓ I can find the appropriate definition of a word in a dictionary using its context.
- ✓ I can identify four synonyms and antonyms.
- ✓ I can write a sentence using an antonym and synonym in context.

WALT: I can use my understanding of new vocabulary to explain the effect on the reader.

Success Criteria:

- ✓ I can predict the meaning of a word from its word class and context.
- ✓ I can find the appropriate definition of a word in a dictionary using its context.
- ✓ I can write two sentences using the word in a way that has the same impact on the reader.
- ✓ I can write an explanation of the effect the word has on the reader.

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|   | <p>WALT: Draw on what I already know, background information and vocabulary provided by my teacher.</p> <p>WALT: Make inferences on the basis of what is being said and done.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can scan the text for one or two specific words provided by my teacher. ✓ I can retrieve and copy up to two words from the text accurately. ✓ I can identify how a character feels from what they say. ✓ I can identify how a character feels from what they do. ✓ I can select an answer/answers from multiple choices provided. ✓ I can circle words within some text that infer a specific meaning. ✓ I can fill charts using information I have retrieved from the text. | <p>WALT: Infer characters' feelings from their actions and justifying inferences with evidence.</p> <p>WALT: Retrieve and record information from non-fiction texts.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can identify from the question, the type of information I need to retrieve. ✓ I can scan the text for specific words or phrases provided by my teacher. ✓ I can retrieve and copy a phrase from the text accurately. ✓ I can use ticks and crosses in a chart to identify if information is from the text or not. ✓ I can explain why a character has behaved in a particular way using the text to explain my opinion. ✓ I can infer a character's feelings from a section of text provided by the teacher. ✓ I can use the contents page to retrieve information. | <p>WALT: Infer characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>WALT: Retrieve and record information from non-fiction.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can independently identify what information I need to retrieve. ✓ I can scan the text for specific words or phrases within the question. ✓ I can retrieve and copy a phrase from the text accurately. ✓ I can use ticks and crosses in a chart to identify if information is true or false. ✓ I can explain the authors intent when using specific words or phrases. ✓ I can infer a character's feelings from a page of text. ✓ I can use the contents and index page to retrieve information. ✓ I can match characters to their feelings using my knowledge of the text. | <p>WALT: Infer characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>WALT: Retrieve and record information from non-fiction.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can retrieve information from two separate parts of the text to answer one question. ✓ I can retrieve information to complete or finish sentences. ✓ I can scan the text for specific words or phrases within the question. ✓ I can retrieve and copy two phrases or words from the text accurately. ✓ I can use ticks and crosses in a chart to identify if information is fact or opinion. ✓ I can explain the authors intent when using specific words or phrases. ✓ I can use the contents, glossary and index page to retrieve information. ✓ I can match characters to their feelings using my knowledge of the text. ✓ I can explain the effect of events on a character's feelings. ✓ I can write a character's thoughts using my knowledge of their feelings from what has been implied. | <p>WALT: infer characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>WALT: retrieve and record information from non-fiction.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can find two pieces of evidence for a character's actions. ✓ I can compare the actions of more than one character, providing evidence for their behaviour. ✓ I can write two opposing character's thoughts using my knowledge of their feelings from what has been implied. ✓ I can describe a character's personality using inferences from across the text ✓ I can complete a range of charts and tables by retrieving information from both fiction and non-fiction. ✓ I can explain the impact of the author's choice of language on the reader. ✓ I can find evidence of conflicting emotions from throughout the text. ✓ I can write from the perspective of a character using my knowledge of their feelings from what has been implied. |
|   | <p>WALT: Predict what might happen on the basis of what has been read so far.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can scan the text to remind me of the story. ✓ I can write a sentence explaining what I think might happen next in the story. ✓ I can write reasons for my prediction using words from what I have read to support my opinion. ✓ I can predict what will happen in a book from the front cover. | <p>WALT: Predict what might happen from details stated within chapters.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can copy phrases from a chapter of the text to prove my predictions. ✓ I can agree or disagree, using details from the text, with a provided prediction. ✓ I can predict what might have happened to a character or in the narrative before key plot points of the story. ✓ I can use the blurb to predict if I will enjoy a book, | <p>WALT: Predict what might happen from details implied in the text.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can explain my predictions using evidence from two separate sections of the text. ✓ I can use my knowledge of a character to form a prediction about their future behaviour. ✓ I can prove my prediction using implied details about a character. ✓ I can monitor my predictions and compare them with the text as I read on. | <p>WALT: Predict what might happen from details stated and implied across sections of the text.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can write my predictions clearly, using either implied or stated details from the text. ✓ I can explain how the story setting supports my predictions about future events. ✓ I can predict how different characters will interact with each other using evidence implied from across the text. ✓ I can select the most appropriate prediction from a selection of predictions provided. | <p>WALT: Predict what might happen from details stated and implied across the text.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can confirm and modify predictions in light of new information as I read. ✓ I can write my predictions clearly, using a combination of implied and stated details from across the text. ✓ I can predict how characters would react in alternative situations using my knowledge of them and what I have read. ✓ I can find evidence for my predictions from across the whole text read. |



Explain

WALT: explain their understanding of what has been read.

Success Criteria:

- ✓ I can decide if a statement is true or false.
- ✓ I can answer 'why' questions providing more than one reason to explain a character's actions.
- ✓ I can explain what my favourite part of what I have read providing reasons for my choice.
- ✓ I can explain the author's choices of vocabulary.
- ✓ I can explain the features of non-fiction texts.

WALT: identifying how language and structure contribute to meaning.

Success Criteria:

- ✓ I can explain the author's vocabulary choices using examples from the text.
- ✓ I can explain why a word is in italics or bold font.
- ✓ I can explain how the author engages the reader.
- ✓ I can make comparison between the language used at different points in the text and explain the impact on the reader.
- ✓ I can explain the author's presentational choices using the correct names for text features.
- ✓ I can explain why a text is structure in a particular way.

WALT: identifying how language, structure, and presentation contribute to meaning.

Success Criteria:

- ✓ I can explain the author's vocabulary choices using examples from across the text.
- ✓ I can explain the effect of the text on the audience.
- ✓ I can explain why a word is in italics or bold font.
- ✓ I can explain how the author engages the reader in a variety of different ways.
- ✓ I can compare author's use of language from more than one book.
- ✓ I can explain the author's presentational choices using the correct names for text features.
- ✓ I can explain how the text is structured according to its genre.

WALT: Distinguish between statements of fact and opinion.

WALT: Provide reasoned justifications for their views.

WALT: Recommending books that they have read to their peers, giving reasons for their choices making comparisons within and across books.

Success Criteria:

- ✓ I can decide if a statement is fact or opinion.
- ✓ I can explain the author's vocabulary choices using examples from across the text.
- ✓ I can explain the effect of the text on the audience and justify my explanation using examples from the text.
- ✓ I can compare author's use of language from more than one book.
- ✓ I can explain the author's presentational choices using the correct names for text features.
- ✓ I can explain how the text is structured according to its genre.
- ✓ I can compare text structures and explain what is different about them.
- ✓ I can complete book reviews recommending them to others.
- ✓ I can justify my recommendations by using the text to support my opinion.
- ✓ I can compare a book with another explaining what is similar.

WALT: Identifying and discussing themes and conventions in and across a wide range of writing.

WALT: 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.

WALT: 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.

Success Criteria:

- ✓ I can explain the effect of language choices on the audience and justify my explanation using examples from across the text.
- ✓ I can decide if a statement is fact or opinion.
- ✓ I can identify the theme within a text, using examples to justify my opinion.
- ✓ I can identify the theme across more than one text, using examples to justify my opinion.
- ✓ I can identify similarities and differences between two contrasting texts.
- ✓ I can use the similarities and differences between texts to establish their genre.
- ✓ I can write in response to a provided statement, agreeing or disagreeing and using the text to justify my opinion.
- ✓ I can explain my understanding of what I have read through formal presentations.
- ✓ I can explain my understanding of what I have read through debates.



Summarise/
sequence

WALT: Discussing the sequence of events in books and how items of information are related.

Success Criteria:

- ✓ I can sequence events by numbering 4 provided plot points from the text.
- ✓ I can join two answers by drawing a line to summarise what they have read.
- ✓ I can explain what happened before and after a specific plot point.
- ✓ I can explain what the first thing to happen was.
- ✓ I can explain the last thing to happen.

WALT: Identifying main ideas drawn from more than one paragraph and summarising these.

Success Criteria:

- ✓ I can sequence events by numbering 5 provided plot points from the text.
- ✓ I can identify an event that took place between two others in the text.
- ✓ I can draw a line to match paragraphs with their summaries.
- ✓ I can summarise the main message in the text.
- ✓ I can simply summarise specific paragraphs identified by my teacher.

WALT: Identifying themes and conventions in a wide range of books.

Success Criteria:

- ✓ I can sequence events by numbering 5 provided plot points from the story.
- ✓ I can sequence paragraph summaries from the text.
- ✓ I can write a short summary of more than two paragraphs in the text.
- ✓ I can identify and explain themes across more than one text e.g., between a narrative and a non-fiction text.
- ✓ I can choose the best summary from some provided and explain my choice.

WALT: Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Success Criteria:

- ✓ I can sequence events by numbering 5 provided plot points from the story.
- ✓ I can write a summary of the main ideas from several paragraphs.
- ✓ I can identify three points that support the main idea of the paragraph.
- ✓ I can decide if a provided summary is accurate and justify my opinion using the text.
- ✓ I can review and edit an example summary to make it more accurate.

WALT: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Success Criteria:

- ✓ I can sequence events by numbering 5 provided plot points from the story.
- ✓ I can sequence events by numbering 5 provided summaries of what I have read.
- ✓ I can summarise paragraphs in order to compare them.
- ✓ I can select the most appropriate summary for a text from multiple choices provided.
- ✓ I can summarise a whole text in a specified number of words.