Dothill Progression Mapping

English - Reading

	Year 3	Year 4
Vocabulary	Identify and discuss the meaning of words in context e.g I think 'generous' means kind because the man gave his money away. Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked and pluck.	Identify the language conventions of non-fiction in relation to the text type. Explain the meaning of words in context Explain how words and phrases capture the reader's interest and imagination and how they contribute to meaning of the text e.g. the author used powerful verbs like twisting, tumbled, spun which give you an idea about how fast and exciting the acrobats are.
Inference	Draw inferences about a character's thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friend with their dads. Justify inferences with a single piece of evidence from the text to support one specific point.	Draw inferences about character's feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real. Justify inferences with several pieces of evidence from the text to support one specific point.
Prediction	Predict what may happen based on both what has been stated (obvious) and implied (subtle literary hints- use of inference skills) e.g. Mum will be cross because Tom knew he shouldn't have lied.	Predict what may happen based on what has been implied within the text e.g. I think mum will get cross because she's worried Tom may get into trouble.

Explain	Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author	Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes	
	Identify the language conventions of non-fiction in relation to the text type	Identify the author's message about the theme	
	Identify the structural conventions of non-fiction in relation to the text type	Identify the structural conventions of non-fiction in relation to the text type	
	Identify how the structure and presentation of texts contributes to the meaning	Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork	
	Discuss their understanding of both texts they have read independently and those read to them	Explain their views, listen to others' views and respond	
	Express their views and listen to the views of others	Identify the author's message about the theme e.g. being honest is the best way to be; it's ok to lie when you need to	
	Identify the over-arching theme of a text.		
Retrieve	Use contents and sub-headings to locate relevant information	Use contents, indexes, glossaries and sub-headings to locate specific information	
	Using skimming and scanning to locate information in a text where a key word is provided that matches the text from a couple of paragraphs.	Use skimming to identify the main ideas in the text	
		Use scanning to locate specific information across a few paragraphs/page of text.	
Summarise	Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling.	Summarise ideas from across several paragraphs or sections	

| **Fluency** | Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency.

They can read age-appropriate books (e.g. lime book band) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.

Read new words outside their spoken vocabulary, making a good guess at pronunciation.

When reading aloud, speak audibly and with growing fluency.

Read on sight all Y2 CE words and some further exception words for Y3-4.

Gradually internalise the reading process to read silently. | Children learn to:
Read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words.

Sight-read a wide range of exception words (Y3-4 list and similar).

With support, notice where commas create phrasing within sentences.

Read with expression, using the punctuation to support meaning, including multi-clause sentences.

Recite whole poems with growing awareness of the listener; as decoding becomes more secure, become independent, fluent and enthusiastic readers. |