

Dothill Progression Mapping



English - Reading

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

	Year 5	Year 6
Vocabulary	<p>Explore the meaning of words in given context within fiction and non-fiction e.g. flexible means rubber is bendy material or someone who is able to adapt.</p> <p>Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author used a metaphor 'his face was a grey cloud' which helps you to imagine his mood.</p>	<p>Explore the meaning of words in different context within fiction and non-fiction e.g. flexible means rubber is bendy material or someone who is able to adapt.</p> <p>Evaluate how author's use language, shades of meaning and a range of figurative language devices to impact on the reader e.g. explain the difference between words such as miffed, irritated, furious, livid etc. and their impact on the reader.</p>
Inference	<p>Draw inferences from within the text about themes and character's and author's viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose; and he's always nervous.</p> <p>Justify inferences with a variety of references from across the text.</p>	<p>Draw inferences across texts about character's viewpoint, author's viewpoint and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told through propaganda.</p> <p>Justify their inferences and views with a variety of references from across texts by comparing sources and considering the reliability of information e.g. selecting points that support discrediting points that contradict their argument.</p>
Prediction	<p>Predict what may happen based on their understanding of content and the themes within the text e.g. I think Macbeth will die because he's a murderer and the witches suggested it in his prophecy.</p>	<p>Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy and often the villain loses.</p>

<p>Explain</p>	<p>Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.</p> <p>Identify an author's treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo's treatment of WWII</p> <p>Explain their thinking through making reference to key details e.g. quoting from the text</p> <p>Identify the structural conventions of non-fiction in relation to the text type</p> <p>Identify how the structure and presentation of texts contributes to the meaning</p>	<p>Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.</p> <p>Identify how the same theme is represented across texts and how multiple themes are presented in longer narratives e.g. loss in WWI poetry/narratives e.g. 'Trash' is about courage, poverty, perseverance</p> <p>Explain their thinking through making reference to key details and comparisons</p> <p>Identify the structural conventions of non-fiction in relation to the text type (range)</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes').</p>
<p>Retrieve</p>	<p>Use skimming and scanning to locate information efficiently within a short extract of text e.g. a chapter in a book or double-spread in non-fiction.</p> <p>Use skimming and scanning to locate information efficiently where children need to use word meaning to find content e.g. the word provided in the question is a synonym of the word in the text</p>	<p>Use skimming and scanning to locate information selectively and precisely across a range of sources</p>
<p>Summarise</p>	<p>Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue</p>	<p>Summarise ideas, events and information throughout a text and across texts</p> <p>To be able to explain why they have disregarded information/facts as unreliable information or not suitable to be included within the Summary</p>

Fluency	<p>Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Prepare readings using appropriate intonation to show their understanding.</p> <p>Notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Read silently and then discuss what they have read.</p> <p>Sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.</p>	<p>Read age-appropriate texts fluently and with confidence.</p> <p>Learn and recite a wider range of poetry, sometimes by heart.</p> <p>Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p>Notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener.</p> <p>Automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.</p>
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