

Reading Progression KS2 – Learners will be taught to:

Learners will experience:

	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Decoding/ word reading Foundational	use my knowledge of root word, prefixes and suffixes to decode words while reading find given words in a dictionary read at an age equivalent level of 8 years and 9 months or more (as measured on a normative test) read aloud a familiar text at my level at a rate of 100 words per minute <i>use dictionaries to check the meaning of words that they have read.</i> <i>Discuss words that capture the readers interest or imagination.</i>	identify unusual matches between spellings and sounds to help me read exception words read at an age equivalent level of 9 years and 8 months or more (as measured on a normative test) read aloud a familiar text at my level at a rate of 110 words per minute	read at an age equivalent level of 10 years and 7 months or more (as measured on a normative test) read aloud a familiar text at my level at a rate of 120 words per minute	read at an age equivalent level of 11 years and 8 months or more (as measured on a normative test) read aloud a familiar text at my level at a rate of 140 words per minute Y7+ <i>read at an age equivalent level of 12 year 8 months or more (as measured on a normative test)</i> <i>read aloud a familiar text at my level at a rate of 150 words per minute</i>

Reading Progression KS2 – Learners will be taught to:

Learners will experience:

Reading aloud / discussing texts/preferences Conceptual/comprehension	read aloud clearly so that the audience can hear me alter my voice when reading something exciting, humorous, or emotional use actions to support my audience's understanding when I read aloud work as part of a group to discuss books we have read or that have been read to us ask questions which will help me to better understand a text tell people about my reading preferences both by naming the author and talking about the types of stories I like	name conventions in a wide range of books recognise and name some different forms of poetry (e.g. free verse, narrative) I use pauses and body language when I am reading aloud identify when I am reading is not making sense and use strategies to self-correct name and describe some similarities and differences between books I have read identify themes in a wide range of books describe some similarities and differences between poems I have read compare different versions of the same myth and legend	recite poems with expression that enhances their meaning recommend books to my friends, giving reasons for my choices use a range of technical terms to describe what I read including metaphor, simile, analogy, imagery, style and effect	read with great expression, showing awareness of the listener and using pauses, emphases and pacing talk about an author's techniques for describing characters, settings and actions and the impact they are designed to have on the reader take part in discussions about books, including comparing them, building on the ideas of others and challenging their views courteously
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Reading Progression KS2 – Learners will be taught to:

Learners will experience:

Vocabulary Conceptual/comprehension	use my knowledge of root words, prefixes and suffixes to tell someone the meanings of many new words (-ing, un- etc. See Appendix in NC Programme of Study) <i>Using dictionaries to check the meaning of words that they have read.</i> <i>Discussing words that capture the readers interest or imagination</i> <i>Using a glossary to find the meaning of unfamiliar words.</i> <i>Different texts and see that these have different vocabulary choices.</i>	consistently use my knowledge of root words, prefixes and suffixes to get the likely meaning of unfamiliar words (See Appendix in NC Programme of Study) talk about the possible meanings of new words within a sentence talk about the way a writer's choice of words makes me feel or think <i>Using a thesaurus to find synonyms</i> <i>Finding the meaning of new words using the context of a sentence.</i>	apply a wide knowledge of prefixes, suffixes and root words to work out the meaning of unfamiliar words (See Appendix in NC Programme of Study) give examples of ways in which words have been used figuratively to give a special effect say why a writer has chosen key words and phrases to capture the reader's interest say something about the way a writer describes characters that are not literal e.g. through details or the language used give an antonym, a synonym and examples of their usage with a wide range of words <i>Beginning to look at figurative language.</i> <i>Using a thesaurus to find synonyms for a larger variety of words.</i>	point to language that is expressive, figurative or descriptive and creates effects in poetry and prose explain my understanding of words in context <i>Evaluating how the author's use of language impacts the reader.</i> <i>Discussing how presentation and structure contribute to meaning.</i>
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Reading Progression KS2 – Learners will be taught to:

Learners will experience:

Infer Conceptual/comprehension	suggest how a character might be feeling or why they chose to act in particular ways. <i>Justifying inferences by referencing a specific point in the text.</i> <i>That words convey meaning and that these provide hints or clues about actions or events.</i>	suggest how a character might be feeling or why they chose to act in particular ways <i>That authors often show us rather than explicitly tell us.</i>	deduce from the evidence in the text what the characters are like and why they act as they do <i>Using figurative language to infer meaning.</i> <i>Giving evidence to support the point they are making.</i> <i>Drawing evidence from more than one point in the text.</i>	answer questions that require me to think beyond the text infer, deduce and speculate about the feelings of the main characters (e.g. unhappy, angry or stressed) making reference to supporting quotations infer, deduce and speculate about what a person in a story is thinking making reference to relevant quotations <i>Discussing how characters change and develop through texts by drawing inferences based on indirect clues.</i>
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Reading Progression KS2 – Learners will be taught to:

Learners will experience:

Predict Conceptual/comprehension	use the details in a text to help me predict what might happen <i>Using relevant prior knowledge to make predictions and justify them.</i> <i>That stories contain a climax and a resolution.</i> <i>That knowledge from other texts can help me to make predictions.</i>	justify my predictions about a text through talking about what I have noticed so far <i>Monitoring predictions and comparing them with the text as they read on.</i>	Make predictions about what has been read so far and give reasons. <i>Confirming and modifying predictions as they read on.</i> <i>That many stories / genres share plot development.</i>	Make predictions about what might happen next from the stated and implied details in a text. <i>Confirming and modifying predictions in light of new information.</i>
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Reading Progression KS2 – Learners will be taught to:

Learners will experience:

Explain Conceptual/comprehension	explain in my own words a book's message or main theme <i>Discussing the features of a wide range of fiction, poetry. Plays, non-fiction and reference books.</i> <i>Identifying how language, structure and presentation contribute to meaning.</i> <i>Recognising authorial choices and the meaning of these.</i>	explain what type of text I am reading and describe some of its features (e.g. fiction, poetry, play, non-fiction) <i>Discussing words and phrases that capture the readers' interest and imagination.</i> <i>That texts are arranged in order to aid meaning.</i> <i>That mood is the feeling created by the author.</i> <i>That opinions must be justified with evidence from the text.</i>	explain similarities and differences between different versions of a story or text explain my thoughts and use points raised from two different perspectives to help clarify ideas e.g. On the one hand ... on the other... <i>Recommending books for peers in detail.</i> <i>Discussing and evaluating how authors use figurative language.</i> <i>Explaining and discussing their understanding of what they have read through formal presentations and debates.</i>	distinguish between fact and opinion and explain how I know <i>Listening to differing views and weigh up arguments.</i>
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Reading Progression KS2 – Learners will be taught to:

Learners will experience:

Retrieve Conceptual/comprehension	use a contents page, index, chapters, headings and glossaries to locate a place in a text use examples to support my point of view in a text. <i>The skill of 'skim and scan' to retrieve details and answer questions.</i> <i>Recording information from a text.</i> <i>Using a glossary or index</i>	use a dictionary to speedily look up an unknown word's meaning or its spelling use a contents page, index, chapters, headings and glossary to get information to answer a question find what I need in a book by searching quickly for key words or phrases point to different types of sentences a writer has used find and tell the main arguments for or against a particular point of view in a text <i>Using quotations from the text to support answers.</i> <i>Scanning the text for key words.</i>	locate and use information from a range of given sources, both fiction and non-fiction to investigate a question or topic I am able to skim materials to gain an overview of the text select and give the main points of an information text point to ways an author has used language precisely to get across a point of view point to ways a writer sets out to persuade a reader point to features of a text that show bias in persuasive writing, including in articles and advertisement. <i>Reading a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</i>	I use skimming, scanning and note-taking to identify the key points in a text plan a strategy to research a topic including choosing appropriate books and other sources, search terms, and using indexes and glossaries make up questions that help me to review a text and improve my understanding point to parts of a text that support an idea or an opinion <i>That different genders have different features.</i>
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Reading Progression KS2 – Learners will be taught to:

Learners will experience:

Summarise Conceptual/comprehension	retell a story or relate instructions from a text that I have read retell stories I have heard or read from a wide range of books <i>Identifying main ideas from a paragraph.</i> <i>Distinguishing between the important and less important information in a text.</i> <i>Using adverbials to sequence key events.</i>	tell someone else the main ideas in a fiction or non-fiction text at my reading level <i>Identifying ideas from more than one paragraph.</i> <i>Condensing information into key words or sentences.</i>	summarise key points when reading appropriate texts, showing understanding of the main significant ideas, themes, events and characters <i>Making connections between information across the text and including this in the answer.</i>	<i>Summarising information from across a text and linking information by analysing and evaluating ideas between sections of the text.</i> <i>Making comparisons across different books.</i>
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