

Reading Progression KS2 – Learners will be taught to:

*Learners will experience:*

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

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Reading aloud / discussing texts/preferences</b> Conceptual/comprehension</p>	<p>read aloud clearly so that the audience can hear me</p> <p>alter my voice when reading something exciting, humorous, or emotional</p> <p>use actions to support my audience's understanding when I read aloud</p> <p>work as part of a group to discuss books we have read or that have been read to us</p> <p>ask questions which will help me to better understand a text</p> <p>tell people about my reading preferences both by naming the author and talking about the types of stories I like</p>	<p>name conventions in a wide range of books</p> <p>recognise and name some different forms of poetry (e.g. free verse, narrative)</p> <p>I use pauses and body language when I am reading aloud</p> <p>identify when I am reading is not making sense and use strategies to self-correct</p> <p>name and describe some similarities and differences between books I have read</p> <p>identify themes in a wide range of books</p> <p>describe some similarities and differences between poems I have read</p> <p>compare different versions of the same myth and legend</p>	<p>recite poems with expression that enhances their meaning</p> <p>recommend books to my friends, giving reasons for my choices</p> <p>use a range of technical terms to describe what I read including metaphor, simile, analogy, imagery, style and effect</p>	<p>read with great expression, showing awareness of the listener and using pauses, emphases and pacing</p> <p>talk about an author's techniques for describing characters, settings and actions and the impact they are designed to have on the reader</p> <p>take part in discussions about books, including comparing them, building on the ideas of others and challenging their views courteously</p>
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<p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Conceptual/comprehension</p>	<p>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)</p> <p><i>Using dictionaries to check the meaning of words that they have read.</i></p> <p><i>Discussing words that capture the readers interest or imagination</i></p> <p><i>Using a glossary to find the meaning of unfamiliar words.</i></p> <p><i>Different texts and see that these have different vocabulary choices.</i></p>	<p>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)</p> <p>talk about the possible meanings of new words within a sentence</p> <p>talk about the way a writer's choice of words makes me feel or think</p> <p><i>Using a thesaurus to find synonyms</i></p> <p><i>Finding the meaning of new words using the context of a sentence.</i></p>	<p>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)</p> <p>give examples of ways in which words have been used figuratively to give a special effect</p> <p>say why a writer has chosen key words and phrases to capture the reader's interest</p> <p>say something about the way a writer describes characters that are not literal e.g. through details or the language used</p> <p>give an antonym, a synonym and examples of their usage with a wide range of words</p> <p><i>Beginning to look at figurative language.</i></p> <p><i>Using a thesaurus to find synonyms for a larger variety of words.</i></p>	<p>point to language that is expressive, figurative or descriptive and creates effects in poetry and prose</p> <p>explain my understanding of words in context</p> <p><i>Evaluating how the author's use of language impacts the reader.</i></p> <p><i>Discussing how presentation and structure contribute to meaning.</i></p>
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<p style="text-align: center;"><b>Infer</b></p> <p style="text-align: center;">Conceptual/comprehension</p>	<p>suggest how a character might be feeling or why they chose to act in particular ways.</p> <p><i>Justifying inferences by referencing a specific point in the text.</i></p> <p><i>That words convey meaning and that these provide hints or clues about actions or events.</i></p>	<p>suggest how a character might be feeling or why they chose to act in particular ways</p> <p><i>That authors often show us rather than explicitly tell us.</i></p>	<p>deduce from the evidence in the text what the characters are like and why they act as they do</p> <p><i>Using figurative language to infer meaning.</i></p> <p><i>Giving evidence to support the point they are making.</i></p> <p><i>Drawing evidence from more than one point in the text.</i></p>	<p>answer questions that require me to think beyond the text</p> <p>infer, deduce and speculate about the feelings of the main characters (e.g. unhappy, angry or stressed) making reference to supporting quotations</p> <p>infer, deduce and speculate about what a person in a story is thinking making reference to relevant quotations</p> <p><i>Discussing how characters change and develop through texts by drawing inferences based on indirect clues.</i></p>
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<p><b>Predict</b></p> <p>Conceptual/comprehension</p>	<p>use the details in a text to help me predict what might happen</p> <p><i>Using relevant prior knowledge to make predictions and justify them.</i></p> <p><i>That stories contain a climax and a resolution.</i></p> <p><i>That knowledge from other texts can help me to make predictions.</i></p>	<p>justify my predictions about a text through talking about what I have noticed so far</p> <p><i>Monitoring predictions and comparing them with the text as they read on.</i></p>	<p>Make predictions about what has been read so far and give reasons.</p> <p><i>Confirming and modifying predictions as they read on.</i></p> <p><i>That many stories / genres share plot development.</i></p>	<p>Make predictions about what might happen next from the stated and implied details in a text.</p> <p><i>Confirming and modifying predictions in light of new information.</i></p>
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<p style="text-align: center;"><b>Explain</b></p> <p style="text-align: center;">Conceptual/comprehension</p>	<p>explain in my own words a book's message or main theme</p> <p><i>Discussing the features of a wide range of fiction, poetry. Plays, non-fiction and reference books.</i></p> <p><i>Identifying how language, structure and presentation contribute to meaning.</i></p> <p><i>Recognising authorial choices and the meaning of these.</i></p>	<p>explain what type of text I am reading and describe some of its features (e.g. fiction, poetry, play, non-fiction)</p> <p><i>Discussing words and phrases that capture the readers' interest and imagination.</i></p> <p><i>That texts are arranged in order to aid meaning.</i></p> <p><i>That mood is the feeling created by the author.</i></p> <p><i>That opinions must be justified with evidence from the text.</i></p>	<p>explain similarities and differences between different versions of a story or text</p> <p>explain my thoughts and use points raised from two different perspectives to help clarify ideas e.g. On the one hand ... on the other...</p> <p><i>Recommending books for peers in detail.</i></p> <p><i>Discussing and evaluating how authors use figurative language.</i></p> <p><i>Explaining and discussing their understanding of what they have read through formal presentations and debates.</i></p>	<p>distinguish between fact and opinion and explain how I know</p> <p><i>Listening to differing views and weigh up arguments.</i></p>
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<p style="text-align: center;"><b>Retrieve</b></p> <p style="text-align: center;">Conceptual/comprehension</p>	<p>use a contents page, index, chapters, headings and glossaries to locate a place in a text</p> <p>use examples to support my point of view in a text.</p> <p><i>The skill of 'skim and scan' to retrieve details and answer questions.</i></p> <p><i>Recording information from a text.</i></p> <p><i>Using a glossary or index</i></p>	<p>use a dictionary to speedily look up an unknown word's meaning or its spelling</p> <p>use a contents page, index, chapters, headings and glossary to get information to answer a question</p> <p>find what I need in a book by searching quickly for key words or phrases</p> <p>point to different types of sentences a writer has used</p> <p>find and tell the main arguments for or against a particular point of view in a text</p> <p><i>Using quotations from the text to support answers.</i></p> <p><i>Scanning the text for key words.</i></p>	<p>locate and use information from a range of given sources, both fiction and non-fiction to investigate a question or topic</p> <p>I am able to skim materials to gain an overview of the text select and give the main points of an information text</p> <p>point to ways an author has used language precisely to get across a point of view</p> <p>point to ways a writer sets out to persuade a reader</p> <p>point to features of a text that show bias in persuasive writing, including in articles and advertisement.</p> <p><i>Reading a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</i></p>	<p>I use skimming, scanning and note-taking to identify the key points in a text</p> <p>plan a strategy to research a topic including choosing appropriate books and other sources, search terms, and using indexes and glossaries</p> <p>make up questions that help me to review a text and improve my understanding</p> <p>point to parts of a text that support an idea or an opinion</p> <p><i>That different genders have different features.</i></p>
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<p style="text-align: center;"><b>Summarise</b></p> <p style="text-align: center;">Conceptual/comprehension</p>	<p>retell a story or relate instructions from a text that I have read</p> <p>retell stories I have heard or read from a wide range of books</p> <p><i>Identifying main ideas from a paragraph.</i></p> <p><i>Distinguishing between the important and less important information in a text.</i></p> <p><i>Using adverbials to sequence key events.</i></p>	<p>tell someone else the main ideas in a fiction or non-fiction text at my reading level</p> <p><i>Identifying ideas from more than one paragraph.</i></p> <p><i>Condensing information into key words or sentences.</i></p>	<p>summarise key points when reading appropriate texts, showing understanding of the main significant ideas, themes, events and characters</p> <p><i>Making connections between information across the text and including this in the answer.</i></p>	<p><i>Summarising information from across a text and linking information by analysing and evaluating ideas between sections of the text.</i></p> <p><i>Making comparisons across different books.</i></p>
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