



Key Stage 2 Reading Progressions

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		End of KS1 Descriptors	Year 3	Year 4	Year 5	Year 6
Reading aloud and performance	Poetry	<p>Listen to a range of contemporary and classic poetry</p> <p>Continue to build up a repertoire of poems learnt by heart</p>	Recognise some forms of poetry (for example free verse or narrative poetry)	Recognise some forms of poetry (for example free verse or narrative poetry)	Learn a wider range of poems by heart	Learn a wider range of poems by heart
	Performance	Recite poems with clear and appropriate expression and intonation, making the meaning clear	<p>Prepare poems and play scripts to read aloud and to perform, showing some awareness of the audience.</p> <p>Begin to use appropriate intonation, tone, volume and action when reading aloud</p>	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	<p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience</p> <p>Use intonation to make the meaning clear</p> <p>To continually show and awareness of the audience when reading aloud using intonation, tone, volume and action</p>	<p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience</p> <p>Use intonation to make the meaning clear</p> <p>Confidently perform pieces, engaging the audience by using a wide range of devices</p>
Comprehension	Vocabulary	Discuss and clarify the meaning of words, linking new meanings to known vocabulary	Use dictionaries to check the meaning of what they have read	<p>Use dictionaries to check the meaning of what they have read</p> <p>notes examples of descriptive language and</p>	<p>uses a range of strategies to identify the meaning of new vocabulary</p> <p>identifies examples of effective description that</p>	<p>uses a range of strategies to identify the meaning of new vocabulary</p> <p>analyses, and explains the impact of, authors'</p>

			<p>analyses the use of language to set scenes, build tension or create suspense</p> <p>explains how words/phrases in the description are linked to create suspense</p> <p>explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, <i>for example, 'what other words/phrases in this passage tell us that he is a sinister character?</i></p>	<p>explains the mood or atmosphere they create</p> <p>notifies key words and phrases used to convey passing of time to introduce paragraphs or chapters</p> <p>identifies how specific words and phrases link sections, paragraphs and chapters</p> <p>identifies how authors use precise vocabulary to meet the intended purpose/effect <i>e.g. They slipped into the room unnoticed</i></p> <p>identifies the way descriptive language and small details are used to build an impression of an unfamiliar place</p>	<p>evoke time or place commenting both on word and sentence choice</p> <p>notes words and phrases in pre-twentieth century writing which have changed their meaning over time</p>	<p>techniques and use of language e.g. <i>expressive or figurative language, range of sentence structure, repetition etc</i></p>
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	<p>Inference</p>	<p><i>GD – children can make inferences</i></p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>identifies with characters and makes links with own experiences when making judgements</p> <p>Identifies how settings are used to create atmosphere <i>e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?</i> about the characters' actions</p> <p>identifies evidence of relationship between characters based on dialogue and behaviour</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify their inferences with evidence.</p> <p>identifies techniques used by the author to persuade the reader to feel sympathy or dislike</p> <p>makes deductions about the motives and feelings that might lay behind characters' words</p> <p>summarises the way that the setting affects characters' appearance, actions and relationships <i>e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'</i></p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify their inferences with evidence.</p> <p>provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</p> <p>recognises that characters may have different perspectives in the story</p> <p>considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development</p> <p>analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes</p> <ul style="list-style-type: none"> identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context shows understanding through emphasis, intonation and volume when performing 	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify their inferences with reasoned explanations</p> <p>Consider different accounts of the same event and discuss viewpoints of both authors and fictional characters.</p> <p>Discuss how characters develop and change through texts by drawing on inferences and indirect clues</p> <p>distinguishes between implicit and explicit points of view</p>
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	Prediction	<i>GD – make plausible prediction about what might happen on the basis of what has been read so far</i>	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied predicts on the basis of mood or atmosphere how a character will behave in a particular setting	Predict what might happen from details stated and implied, justifying them with evidence from the text identifies whether changes in characters met or challenged the reader's expectations	Predict what might happen from details stated and implied, justifying them with evidence from the text
	Explanation	Explain and discuss their understanding of books, poems and other material both from what has been read to them and what they have read independently			Provide reasoned justifications for their views	Provide reasoned justifications for their views
	Retrieval		Retrieve and record information from non-fiction refers back to the text for evidence when explaining extracts information from tables and charts retrieves information from text where there is competing (distracting) information uses contents pages and indexes to	Retrieve and record information from non-fiction recognises the introduction, build-up, climax or conflict and resolution in narrative retrieves information from text where there is competing (distracting) information	Retrieve, record and present information from non-fiction texts. comments on use of language using terminology including onomatopoeia, metaphor, personification notes how cohesion is achieved in different ways identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader retrieves information, referring to more than one place in the text, and where there is competing (distracting) information	Retrieve, record and present information from non-fiction texts. retrieves information, referring to more than one place in the text, and where there is competing (distracting) information recognises how the author of non-fiction texts expresses, sequences and links points explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading considers when a story was first published, and discusses the audience that the author

			locate, retrieve and record information from non-fiction texts			had in mind, when reading texts from our literary heritage
	Summarise	Explain what has happened so far in what they have read	Identify main ideas drawn from more than one paragraph and summarise these	Identify main ideas drawn from more than one paragraph and summarise these identifies events that are presented in more detail and those that are skimmed over explains and justifies an opinion on the resolution of an issue/whole narrative summarises the main ideas of a non-fiction text	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea analyses information from tables and charts and can incorporate this information into a summary of the whole text	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea summarises competing views analyses dialogue at certain points in a story and summarises its purpose e.g. <i>to explain plot, show character and relationships, convey mood or create humour</i>
	Sequence	Discuss the sequence of events in books and how information is related				
Speaking and Listening	Compare and contrast	<i>GD - Make links between the book they are reading and other books they have read</i>	Identify themes and conventions in a wide range of books • comments on the effect of scene changes <i>e.g. moving from a safe to a dangerous place to build tension</i>	Identify themes and conventions in a wide range of books comments on differences between what characters say and what they do	Identify themes and conventions in and across a wide range of writing Make comparisons within and across books identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue checks whether viewpoint changes in the story	Identify themes and conventions in and across a wide range of writing Make comparisons within and across books Compare characters, settings and themes within a text and across more than one text explains how a personal response has altered at various points across a text

						as the narrative viewpoint changes e.g. <i>'I didn't like this character at the beginning because but now I understand why'</i>
	Authorial intent		Discuss author's choice of words and phrases for effect	<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. Greeting in letters, diary written in first person, use of presentational devices such as headings and numbering)</p> <p>evaluates texts for their appeal for the intended audience</p> <p>understands how authors use a variety of sentence constructions <i>e.g. relative clauses to add detail</i></p> <p>explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Identify certain characteristics of text types (e.g. First person for autobiography) and differences between text types</p> <p>identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader</p> <p>recognises the style of different authors and recognises their intended audience</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>Distinguish between statements of fact and opinion</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Recognise more complex themes in what they have read (e.g. loss or heroism)</p>

	Discussion	<p>Discuss and express views about a wide range of poetry and texts</p> <p>Take turns and listen to what others have to say</p>	<p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves</p> <p>Take turns to listen to what others have to say</p> <p>Ask questions to improve their understanding of the text</p> <p>To use appropriate terminology when discussing texts (plot, character, setting)</p>	<p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves</p> <p>Take turns to listen to what others have to say</p> <p>Ask questions to improve their understanding of the text</p>	<p>Recommend books that they have read to their peers, giving reasons for their choices</p> <p>Participate in discussions about books that are read to them and those they have read themselves, building on their own and others' ideas and challenging views courteously</p> <p>Ask questions to improve their own understanding</p> <p>Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining focus on the topic and using notes where necessary</p>	<p>Recommend books that they have read to their peers, giving reasons for their choices</p> <p>Participate in discussions about books that are read to them and those they have read themselves, building on their own and others' ideas and challenging views courteously</p> <p>Ask questions to improve their own understanding</p> <p>Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining focus on the topic and using notes where necessary</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions</p>
Reading Fluency	Phonics and decoding	<p>Read accurately most words of two or more syllables</p> <p>Read most words containing common suffixes</p> <p>Read many common exception words</p> <p>Read most words accurately without overt sounding and</p>	<p>At this stage, teaching comprehension should take precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			
			<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>To begin to read Y3/4 exception words, noting the</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>

		<p>blending and sufficiently fluently to allow them to focus on understanding rather than decoding</p> <p>Correct any inaccurate reading</p> <p>To read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>To continue to apply phonic knowledge and skills as the route to decoding has become embedded and reading is fluent</p> <p>To reread books to build up fluency and confidence in word reading</p>	<p>unusual correspondences between spelling and sound and where these occur in the word</p> <p>To use their phonic knowledge to decode quickly and accurately (may need support to read longer unknown words)</p>	<p>Read all Y3/4 exception words, noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</p> <p>To read most Y5/6 exception words, noting the unusual correspondences between spelling and sound and where these occur in the word</p>	<p>Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</p> <p>To read with full knowledge of Y5 and Y6 common exception words</p>
	Understanding words in context	<p>Check the text makes sense to them</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</p>
	Familiarity with texts	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Be introduced to non-fiction texts that are structured in different ways</p>	<p>Increase familiarity with a wide range of books, including fairy tales, myths and legends and retell some of these orally</p>	<p>Increase familiarity with a wide range of books, including fairy tales, myths and legends and retell some of these orally</p>	<p>Increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from out literary heritage and books from other cultures and traditions</p>	<p>7 plagues of reading?</p> <p>Increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from out literary heritage and books from other cultures and traditions</p>

		Recognise and join in with familiar words and phrases				
	Reading a range of texts	Listen to a range of contemporary and classic texts which are beyond that which they can read independently	Listen to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in difference ways Read for a range of purposes	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or textbooks Read books that are structured in different ways Read for a range of purposes	Continue to read a wide range of fiction, poetry, plays, non-fiction and reference books Read books that are structured in different ways Read for a range of purposes	Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books Read books that are structured in different ways Read for a range of purposes Read for pleasure