



Reading Progression Document: Key Stage 2

The examples given are drawn from 'age-appropriate' texts. Children should not be assessed as meeting or exceeding expectations if they are not independently reading and discussing texts suitable to their age group.

Objective	Year 3	Year 4	Year 5	Year 6
Decoding/ Fluency <i>Can fluently read a set text appropriate for their age.</i>	<p><i>*apply growing knowledge of root words, prefixes and suffixes, to read aloud and understand the meaning of new words met</i> <i>*read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word</i></p> <ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words. Read further exception words with unusual correspondences between spelling and sound: e.g. calendar, grammar, guide, heart, naughty, strength. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Read aloud with intonation, tone, volume to show awareness of characters' speech and punctuation. 	<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of reading across a wide range of texts: Apply understanding of unusual spelling–sound correspondences to choose the most appropriate pronunciation of a word: e.g. business, medicine, separate, surprise. Read aloud with intonation, tone, volume to show awareness of characters' speech, punctuation and some grammatical features (eg an embedded subordinate clause). 	<p><i>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</i></p> <ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud and to understand the meaning of unfamiliar words. Apply knowledge of morphology and etymology to read and understand words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Decodes most new words outside spoken vocabulary making a good approximation of the word's pronunciation, drawing on prior knowledge of similar looking words. Read and re-read ahead to check for meaning 	<ul style="list-style-type: none"> Apply knowledge of wider range of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words with minimal impact on fluency. Use combined knowledge of phonemes and word derivations to pronounce words correctly (eg arachnophobia, audience) Read fluently, using punctuation to inform meaning. Apply knowledge of morphology and etymology to read and understand words.
Range of reading <i>Both in listening to and fluently reading texts appropriate for their age.</i>	<p><i>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i> <i>*reading books that are structured in different ways and reading for a range of purposes * Identifying themes and conventions in a wide</i></p> <ul style="list-style-type: none"> Listens attentively and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks expressing views and preferences. Choose books (and other texts) for specific purposes showing awareness of the various purposes for reading. E.g. reference books for information, novels and poetry for pleasure. Explain and discuss understanding of books, poems and other material, both those read aloud and independently. Know a wider range of stories, including fairy stories, legends and action. 	<ul style="list-style-type: none"> Listens attentively and participates in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text. Know non-fiction books / texts are structured in different ways and be able to use them effectively. 	<p><i>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i> <i>*reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books</i></p> <ul style="list-style-type: none"> Continue to read for a range of purposes, discussing an increasingly wide range of fiction, poetry, plays, nonfiction and reference books, manga and graphic novels, comical history series. Pupil can read books that are structured differently for a range of purposes, with independence. 	<ul style="list-style-type: none"> Read a range of books making effective use of the structure: e.g. first person historical accounts, spy series, series set in alternative worlds, historical fiction. Read and discuss a range of texts, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Compare and contrast books (and other texts): within and across texts (including by different authors who may have different views and comparison of different versions). E.g. Stanley is a bit like Sirius Black because they are both held captive even though they are innocent.
Familiarity with texts	<p><i>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i> <i>*identifying themes and conventions in a wide range of books</i></p> <ul style="list-style-type: none"> Independently demonstrate their familiarity with a wide range of books retelling some of these orally. Identifies and discusses themes and conventions in a wide range of books: e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. In non-fiction, pupil can identify presentational devices e.g. numbering and headings. 	<ul style="list-style-type: none"> Makes connections between other similar texts, prior knowledge and experience identifying themes and conventions in a wide range of books. Accurately retells a wide range of age-appropriate fairy stories, myths and legends, providing detail which is interesting and appropriate. 	<p><i>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</i> <i>*identifying and discussing themes and conventions in and across a wide range of writing</i></p> <ul style="list-style-type: none"> Increasingly familiar with a wide range of age-appropriate books and can identify some genres: e.g. fantasy, adventure, comedy, science fiction. Recognises and discusses themes and conventions in texts: e.g. heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. Makes connections and comparisons between books, comparing characters, considering viewpoints of authors and of fictional characters. E.g. Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school. 	<ul style="list-style-type: none"> Familiar with a wide range of age-appropriate books and can independently identify, name and describe a range of genres: e.g. espionage, magical worlds, comedy.
Poetry and performance	<p><i>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i> <i>*recognising some different forms of poetry</i></p> <ul style="list-style-type: none"> Begin to recognise some different forms of poetry – list poems, shape poems, free verse etc. Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> Recognise different forms of poetry – list poems, free verse, rhyming verse, ballads, limericks. Read aloud and perform poems and scripts, showing understanding through intonation, tone, volume and action. 	<p><i>*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</i></p> <ul style="list-style-type: none"> Read aloud and perform poems and plays, showing understanding through intonation, tone, volume and action. Learn poems by heart eg narrative verse, haiku. 	<ul style="list-style-type: none"> Read aloud and perform poems and plays, showing understanding through intonation, tone, volume and action. Learn poems by heart eg narrative verse, sonnet.
Word meanings/ Vocabulary	<p><i>*using dictionaries to check the meaning of words that they have read</i></p> <ul style="list-style-type: none"> Use dictionaries to check the meaning of unfamiliar words with increasing independence rather than guessing or immediately asking an adult. Explain the meaning of new words in context. 	<ul style="list-style-type: none"> Can independently use a dictionary to check the meaning of unfamiliar words when reading. Explain words in context. 	<p>No NC ref</p> <ul style="list-style-type: none"> Explore the meaning of increasingly complex words in context. Use context and other strategies to explore the meaning of idiomatic and figurative language. 	<ul style="list-style-type: none"> Explore the meaning of increasingly complex unfamiliar words in context. Explore meanings of idiomatic and figurative language.
Prediction <i>Using an age appropriate text both when reading independently and sharing a text.</i>	<p><i>*predicting what might happen from details stated and implied</i></p> <p>Makes predictions based on what might happen next, usually identifying clues the writer has planted for the reader. E.g. Tom is going to beat the Captain and his team from the title. I think he will find all his fooling around has given him the skills he needs to win the games.</p>	<p>Predicts what might happen from details stated and implied (deduced information). E.g. Fudge keeps repeating everything Peter says so I think he is going to suggest worm-flavoured ice cream because there has been so much talk about worms. He might get thrown out of the ice cream shop!</p>	<p><i>*predicting what might happen from details stated and implied</i></p> <p>Using details stated and implied from across a text, can make predictions about what might happen. E.g. I think Ginger will try to set the stray dog free. She is terrified of dogs but she hates to see anything unfair. I know because she just shouted at the school principal for taking down Mr Wong's pictures even though she's scared of him, too.</p>	<p>Using details stated and implied from across a text is able to make predictions about what might happen. E.g. I think we're being told about the yellow-spotted lizard and how it likes to live in holes because Stanley is going to get bitten by one. The author just made sure in the previous chapter that we know the boys use holes to go to the bathroom so the reader is being set up for it.</p>

<p>Inference</p> <p><i>Both in listening to and fluently reading texts appropriate for their age.</i></p>	<p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>		<p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	
<p>Understanding</p> <p><i>Using an age appropriate text both when reading independently and sharing a text.</i></p>	<p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these</p>
<p>Authorial intent</p> <p><i>Using an age appropriate text both when reading independently and sharing a text.</i></p>	<p>*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning</p>	<p>*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning</p>	<p>*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning</p>
<p>Non-Fiction</p> <p><i>Focus on skills needed to make notes, NOT copying verbatim.</i></p>	<p>*retrieve and record information from non-fiction</p>	<p>*retrieve and record information from non-fiction</p>	<p>*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction</p>	<p>*retrieve and record information from non-fiction</p>
<p>Discussing reading</p> <p><i>Using an age appropriate text both when reading independently and sharing a text.</i></p>	<p>*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>		<p>*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</p>	
	<ul style="list-style-type: none"> Explain and discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions. 	<ul style="list-style-type: none"> Discuss texts that are read aloud and independently, explaining and listening to ideas and opinions, giving reasons. 	<ul style="list-style-type: none"> Explain and discuss understanding of what has been read, including through formal presentations and debates. Shares own opinions about books read independently and makes appropriate recommendations to peers, giving reasons for choices. <i>E.g. There are lots of other Gleitzman books out there and I have read three of them. I think you would enjoy them because they are all a bit rude and silly in parts.</i> Take part in discussions about books they have read or had read to them, listening to and building on ideas. <i>E.g. asking others to justify opinions and views with evidence from the text.</i> Provides explanations for views: <i>E.g. I think Gleitzman has been a teacher himself or possibly the child of teachers because he understands what it is like having parents who work in the same school you go to.</i> 	<ul style="list-style-type: none"> Explain and comment on explicit and implicit points of view. Confidently shares opinions about books read independently making appropriate recommendations to peers, giving reasons for choices: <i>E.g. I would recommend Tolkien's The Hobbit to my group because there are two great films to go with the book and we really enjoyed exploring how episodes from our novel had been adapted for film and discussing which we preferred.</i> Justifies views, offering coherent evidence to support them: <i>E.g. I think Sachar is really writing about the power for good and bad that some people have over others, especially adults over children, because all the way through the book Stanley seems powerless and at the mercy of the adults around him. Even at the end it is adults who set him free.</i>