

Reading Progression in Key Stage 2

Content Domains show the tested areas; however, we must ensure coverage of the whole curriculum.

'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.' - NC 2014

	Year 3&4	Year 5&6
Decoding	<ul style="list-style-type: none"> • <i>teaching comprehension should be taking precedence over teaching word reading directly.</i> • <i>supported to test out different pronunciations</i> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • 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.
Range of reading & familiarity	<ul style="list-style-type: none"> • <i>have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously.</i> • listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <i>and conventions of different types of writing (eg, greeting in letters, the use of presentational devices)</i> • read books that are structured in different ways and reading for a range of purposes • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> • <i>even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves</i> • continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Read books that are structured in different ways and reading for a range of purposes • increase 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
Discussing reading	<p><i>The expectation should be that all pupils take part.</i></p> <ul style="list-style-type: none"> • <i>develop, agree on, and evaluate rules for effective discussion</i> • participate in discussions about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • recommend 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 • <i>should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect</i>

<p>Poetry and Performance</p>	<ul style="list-style-type: none"> • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognise some different forms of poetry (free verse, narrative) • <i>read, re-read, and rehearse poems and plays for presentation</i> 	<ul style="list-style-type: none"> • learn a wider range of poetry by heart • prepare 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
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	<p>Year 3&4</p>	<p>Year 5&6</p>
<p>Content Domain 2a give / explain the meaning of words in context</p>	<ul style="list-style-type: none"> • check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • using dictionaries to check the meaning of words that they have read • <i>demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.</i> • <i>opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words</i> 	<ul style="list-style-type: none"> • check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • <i>attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.</i>
<p>Content Domain 2b retrieve and record information / identify key details from fiction and non-fiction</p>	<ul style="list-style-type: none"> • retrieve, record and present information from non-fiction • ask questions to improve their understanding • <i>non-fiction: shown how to use contents pages and indexes to locate information.</i> 	<ul style="list-style-type: none"> • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • ask questions to improve their understanding • <i>in reference books, pupils should be shown how to use contents pages and indexes to locate information</i>
<p>Content Domain 2c summarise main ideas from more than one paragraph</p>	<ul style="list-style-type: none"> • identify main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
<p>Content Domain 2d make inferences from the text / explain and justify inferences with evidence from the text</p>	<ul style="list-style-type: none"> • draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
<p>Content Domain 2e predict what might happen from details stated and implied</p>	<ul style="list-style-type: none"> • predict what might happen from details stated and implied 	<ul style="list-style-type: none"> • predict what might happen from details stated and implied
<p>Content Domain 2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p>	<ul style="list-style-type: none"> • ask questions to improve their understanding of a text • identify themes and conventions in a wide range of books • <i>recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales</i> 	<ul style="list-style-type: none"> • ask questions to improve their understanding • identify and discuss themes and conventions in and across a wide range of writing • <i>recognise themes in what they read, such as loss or heroism. Compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than 1 text.</i>

<p>Content Domain 2g identify / explain how meaning is enhanced through choice of words and phrases</p>	<ul style="list-style-type: none"> • discuss words and phrases that capture the reader’s interest and imagination • identify how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • identify 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>Content Domain 2h make comparisons within the text</p>	<ul style="list-style-type: none"> • identify themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • make comparisons within and across books • <i>compare characters, settings, themes and other aspects of what they read</i>

