

## Reading Progression of Skills and Knowledge KS2

	Year Three	Year Four	Year Five	Year Six
Decoding	<p>-Recognise common prefixes, suffixes and root words and use this knowledge to read new words <b>e.g. unusually</b></p> <p>- Identify and read further exception words (words that don't follow spelling or phonics rules) <b>e.g. business</b></p>	<p>- Begin to use their growing knowledge of prefixes, suffixes and root words to read new words <b>e.g. automation</b></p> <p>- Identify and read all exception words on the Y3/4 list (words that don't follow spelling or phonics rules) <b>e.g. business</b></p>	<p>-Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud new words that they meet <b>e.g. know, knowledge, knowledgeable</b></p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud new words that they meet <b>e.g. know, knowledge, knowledgeable</b></p>
Word meanings	<p>-With support, begin using a range of contextual clues to identify the meaning of unfamiliar vocabulary, including, using:</p> <ul style="list-style-type: none"> <li>knowledge of word parts (prefixes, suffixes and root words)</li> <li>the main idea of the paragraph/page</li> <li>word class</li> <li>connotative meaning (positive or negative)</li> </ul> <p>-With support, use the first 2 or 3 letters of a word to find it in a dictionary and use the context of what has been read to select the appropriate definition</p>	<p>-With support, use a range of contextual clues to identify the meaning of unfamiliar vocabulary, including, using:</p> <ul style="list-style-type: none"> <li>knowledge of word parts (prefixes, suffixes and root words)</li> <li>the main idea of the paragraph/page</li> <li>word class</li> <li>connotative meaning (positive or negative)</li> <li>word replacement</li> </ul> <p>- Use the first 2 or 3 letters of a word to find it in a dictionary and use the context of what has been read to select the appropriate definition</p>	<p>-With prompts, use a range of contextual clues to identify the meaning of unfamiliar vocabulary, including, using:</p> <ul style="list-style-type: none"> <li>knowledge of word parts (prefixes, suffixes and root words, including morphology and etymology)</li> <li>the main idea of the paragraph/page</li> <li>word class</li> <li>connotative meaning (positive or negative)</li> <li>antonyms &amp; synonyms</li> <li>word replacement</li> </ul> <p>-Use the first 3 or 4 letters of a word to find it in a dictionary and select the correct definition</p>	<p>-Confidently, use a range of contextual clues to identify the meaning of unfamiliar vocabulary including, using:</p> <ul style="list-style-type: none"> <li>knowledge of word parts (prefixes, suffixes and root words, including morphology and etymology)</li> <li>the main idea of the paragraph/page</li> <li>word class</li> <li>connotative meaning (positive or negative)</li> <li>antonyms &amp; synonyms</li> <li>word replacement</li> </ul> <p>-Efficiently, use dictionaries to find and select the correct definition of new vocabulary</p>

# Range of Reading

<p>-Read, listen and discuss a wide range of texts, including fiction, plays, non-fiction, digital texts and poetry some of which will be unfamiliar</p> <p>- Read for a range of purposes e.g. knowledge, pleasure, vocabulary expansion, relaxation etc.</p> <p>- Read texts that are structured in different ways</p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Understand the different elements within narrative: character, setting, problem, plot, point of view, theme, resolution</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li><b>problem/solution</b> (presentation of a problem with 1 or more solutions)</li> <li><b>cause and effect</b> (author presents 1 or more events and the effects that follow)</li> <li><b>compare/contrast</b> (author discusses similarities and differences)</li> <li><b>description/list</b> (author details something to provide a mental picture)</li> <li><b>time order/sequence</b> (author presents events chronologically)</li> </ul> <p>- Understand the interaction between word and image: read a range of texts where the visuals/graphics support the understanding of the text or provide a 'different part of the story' and with support begin to move beyond a more literal comprehension</p> <p>-Making comparisons within and across books</p>	<p>-Read, listen to and discuss a wide range of texts, including fiction, plays, non-fiction, digital texts and poetry some of which will be unfamiliar</p> <p>- Read for a range of purposes e.g. knowledge, pleasure, vocabulary expansion, relaxation etc.</p> <p>- Read texts that are structured in different ways</p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Understand the different elements within narrative: character, setting, problem, plot, point of view, theme, resolution</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li><b>problem/solution</b> (presentation of a problem with 1 or more solutions)</li> <li><b>cause and effect</b> (author 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<p><b>Familiarity with texts</b></p>	<p>-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</p> <p>-A range of genres to be read  <b>Narrative</b>  Adventure, Mystery, Science Fiction, Fantasy, Historical fiction, Contemporary fiction, Dilemma Stories, Dialogue, Play scripts, film narratives, Myths, Legends, Fairy tales, Fables, Traditional tales  <b>Non-Narrative</b>  Discussion texts, Explanatory texts, Instructional texts, Persuasion texts, Non-chronological reports, Recounts  <b>Poetry</b>  lyric, narrative, dramatic</p>	<p>-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</p> <p>-A range of genres to be read  <b>Narrative</b>  Adventure, Mystery, Science Fiction, Fantasy, Historical fiction, Contemporary fiction, Dilemma Stories, Dialogue, Play scripts, film narratives, Myths, Legends, Fairy tales, Fables, Traditional tales  <b>Non-Narrative</b>  Discussion texts, Explanatory texts, Instructional texts, Persuasion texts, Non-chronological reports, Recounts  <b>Poetry</b>  lyric, narrative, dramatic</p>	<p>-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</p> <p>-A range of genres to be read  <b>Narrative</b>  Adventure, Mystery, Science Fiction, Fantasy, Historical fiction, Contemporary fiction, Dilemma Stories, Dialogue, Play scripts, film narratives, Myths, Legends, Fairy tales, Fables, Traditional tales  <b>Non-Narrative</b>  Discussion texts, Explanatory texts, Instructional texts, Persuasion texts, Non-chronological reports, Recounts  <b>Poetry</b>  lyric, narrative, dramatic</p>	<p>-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</p> <p>-A range of genres to be read  <b>Narrative</b>  Adventure, Mystery, Science Fiction, Fantasy, Historical fiction, Contemporary fiction, Dilemma Stories, Dialogue, Play scripts, film narratives, Myths, Legends, Fairy tales, Fables, Traditional tales  <b>Non-Narrative</b>  Discussion texts, Explanatory texts, Instructional texts, Persuasion texts, Non-chronological reports, Recounts  <b>Poetry</b>  lyric, narrative, dramatic</p>
<p><b>Poetry &amp; Performance</b></p>	<p>-With guidance, read aloud and perform poems and play scripts, demonstrating an understanding through use of intonation, tone, volume and action. Some poems should be learnt by heart</p> <p>-Read and listen to a rich repertoire of poetry and recognise that there are many different forms e.g. free verse, clerihews and narrative</p>	<p>-With guidance, read aloud and perform poems and play scripts, demonstrating an understanding through use of intonation, tone, volume and action. Some poems should be learnt by heart</p> <p>-Read and listen to a rich repertoire of poetry and recognise that there are many different forms e.g. free verse, kennings and narrative</p>	<p>-Read aloud and perform poems and play scripts, demonstrating an understanding through use of intonation, tone, volume and action so that the meaning is clear to an audience. Ensure a wider range of poems are learnt by heart</p> <p>-Read and listen to a rich repertoire of poetry and recognise that there are many different forms e.g. free verse, haikus and narrative</p>	<p>-Confidently, read aloud and perform poems and play scripts, demonstrating an understanding through use of intonation, tone, volume and action. Ensure a wider range of poems are learnt by heart</p> <p>-Read and listen to a rich repertoire of poetry and recognise that there are many different forms e.g. free verse, iambic pentameter and narrative</p>

<p><b>Understanding</b></p>	<p>-With support, ask questions to clarify the meaning of events/ideas introduced or explored in a text (question types: literal, inferential and evaluative)</p> <p>-Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.</p> <p>-Identify themes and conventions in a wide range of books</p> <p>-Identify main ideas drawn from more than one paragraph and summarise these</p> <p>-Continue to become more confident, resilient, fluent readers with stamina</p>	<p>-With support, ask a range of questions to clarify the meaning of events/ideas introduced or explored in a text (question types: literal, inferential and evaluative)</p> <p>-Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it</p> <p>-Identify themes and conventions in a wide range of books</p> <p>-Identify main ideas drawn from more than one paragraph and summarise these</p> <p>-Continue to become more confident, resilient, fluent readers with stamina</p>	<p>-Ask a range of questions to clarify the meaning of events/ideas introduced or explored in a text (question types: literal, inferential and evaluative)</p> <p>-Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it</p> <p>-Identify and discuss themes and conventions in and across a wide range of books</p> <p>-Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>-Continue to become more confident, resilient, fluent readers with stamina</p>	<p>-Confidently ask questions to clarify the meaning of events/ideas introduced or explored in a text (question types: literal, inferential and evaluative)</p> <p>-Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it</p> <p>-Identify and discuss themes and conventions in and across a wide range of books</p> <p>-Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>-Continue to become more confident, resilient, fluent readers with stamina</p>
<p><b>Inference and deduction</b></p>	<p>-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</p>	<p>-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</p>	<p>-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</p>	<p>-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</p>

<b>Prediction</b>	-Predict what might happen from details stated and implied	-Predict what might happen from details stated and implied	-Predict what might happen from details stated and implied	-Predict what might happen from details stated and implied
<b>Authorial Intent</b>	-Discuss words and phrases that capture the reader's interest and imagination  -Identify how language, structure, and presentation contribute to meaning	-Discuss words and phrases that capture the reader's interest and imagination  -Identify how language, structure, and presentation contribute to meaning	-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	-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
<b>Discussing Reading</b>	-Begin to recommend books based on their own personal preference  -Participate in discussion about books that are both read to them and those they can read for themselves, taking turns and listening to what others say  -With support, explain their understanding of what they have read, providing simple justifications for their views	-Recommend books based on their own personal preference and provide reasons  -Participate in discussion about books that are both read to them and those they can read for themselves, taking turns and listening to what others say  - Explain their understanding of what they have read, providing simple justifications for their views	-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	-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