



Progression in Reading – Years 2 - 6

KS2 Reading Domains	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding & Phonics	<p>To use their phonic knowledge to decode quickly and accurately (may still need support with longer words)</p> <p>To apply their growing knowledge of root words and prefixes.</p> <p>To read Y1 & Y2 common exception words.</p>	<p>In line with Appendix 1: apply their knowledge of root words, prefixes and suffixes to read aloud.</p> <p>To read Y3 & Y4 common exception words.</p>	<p>In line with Appendix 1: apply their knowledge of root words, prefixes and suffixes to read aloud.</p> <p>To read Y3 & Y4 common exception words.</p>	<p>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</p> <p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
Fluency	<p>Children can read at a speed of 90 words per minute.</p> <p>To read books aloud sounding out unfamiliar words accurately, automatically without hesitation.</p> <p>To re-read books to build up fluency and confidence in reading.</p> <p>Children develop expression when reading aloud, particularly where characters are speaking in a story.</p>	<p>Fluency is developed by choral reading in Whole class reading and echo reading in small groups where needed.</p> <p>To read books/ sections of whole class texts aloud sounding out unfamiliar words accurately, automatically without hesitation.</p>	<p>Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression confidently when reading aloud.</p> <p>To read books/ sections of whole class texts aloud sounding out unfamiliar words accurately, automatically without hesitation.</p>	<p>Children can read silently; they recognise words automatically and group words quickly to help them gain meaning from what they read.</p> <p>Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.</p>	
Book Exposure	<p>To become increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales.</p> <p>Introduced to non-fiction books that are structured in different ways.</p>	<p>Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books and different forms of poetry independently.</p> <p>Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint)</p>	<p>Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books and different forms of poetry independently.</p> <p>Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books.</p>	<p>Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry.</p> <p>Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/ informal) autobiographies and biographies.</p>	<p>Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry.</p> <p>Read books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/ topic from the past, present, future.</p>
Oracy	<p>Participate in discussions about books, poems and other works that are read to them & those that they can read for themselves.</p> <p>Build up poems learnt by heart and begin to recite them with appropriate intonation to make the meaning clear.</p>	<p>Children can orally retell whole stories/ sections of stories.</p> <p>Recite poems by heart, using intonation, tone and volume to gain the interest of the listener.</p> <p>Read aloud and perform playscripts</p>	<p>Children can orally retell whole stories/ sections of stories.</p> <p>Recite poems by heart, using intonation, tone and volume to gain the interest of the listener.</p> <p>Read aloud and perform playscripts</p> <p>Discuss their understanding of books</p>	<p>Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital.</p> <p>Read aloud and perform playscripts, monitoring the audience’s interest and changing the performance accordingly.</p> <p>Discuss their understanding of books they have read independently and those read to them.</p>	<p>Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital.</p> <p>Read aloud and perform playscripts, monitoring the audience’s interest and changing the performance accordingly.</p> <p>Discuss their understanding of books they have read independently and those read to them.</p>

		Discuss their understanding of books they have read independently and those read to them. Express their views and listen to the views of others.	they have read independently and those read to them. Express their views and listen to the views of others.	Explain and develop their own views and build effectively on others. Use notes to support presentations and debates.	Explain and develop their own views and challenge those of others. Use notes to support presentations and debates.
Vocabulary 2a Give/ Explain the meaning of words in context. 2g identify / explain how meaning is enhanced through choice of words and phrases	Children begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill. Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases.	Children begin to find the meaning of new words using substitution within a sentence. Identify and discuss the meaning of words in context. Identify words and phrases that capture the reader's interest and contribute to the meaning of the text.	Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know. Identify the language conventions of non-fiction in relation to text type. Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text. Use age appropriate dictionaries to check the meaning of words.	Children 'read around the word' and explore its meaning in the broader context of a section or paragraph. Explore the meaning of words in a given context within fiction and non-fiction. Evaluate how authors use language to impact the reader. Use age appropriate dictionaries and thesauri to check the meaning of words.	Children 'read around the word' and independently explore its meaning in the broader context of a section or paragraph. Explore the meaning of words in a given context within fiction and non-fiction. Evaluate how authors use language, shades of meaning and a range of figurative devices impact the reader. Use age appropriate dictionaries and thesauri to check the meaning of words.
Inference 2d make inferences from the text / explain and justify inferences with evidence from the text	Children make inferences about characters' feelings on the basis of what is said and done.	Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing a specific/ single piece of evidence in the text.	Children can infer characters' feelings, thoughts and motives from their stated actions. They will consolidate the skill of justifying inferences and find several pieces of evidence in the text.	Draw inferences from within the text about themes and characters' and authors' viewpoints. Justify inferences and views with a variety of references from across the text.	Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes. Justify their inferences and views with a variety of references across texts and by comparing sources and considering reliability of information.
Prediction 2e predict what might happen from details stated and implied	Children make predictions based on what has been read so far.	Predict what may happen based on both what has been stated (obvious) and implied (less obvious) They are taught the skill of using details from the text to form further predictions.	Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They are taught to monitor these predictions and compare them with the text as they read on.	Predict what may happen based on their understanding of the content and the theme within the text. Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on.	Predict what may happen based on their wider understanding of content and themes. Predictions are supported by relevant evidence from the text. Children confirm and modify predictions in light of new information.
Explain 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text	Explain and discuss their understanding of books that are read to them and those that they read themselves.	Identify the language conventions of non-fiction in relation to the text type. Identify the over-arching theme of the text. Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of the texts contribute to the meaning.	Identify the author's message about the theme. Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning.	Identify and author's treatment of the same theme across one or several of their books/ poems. Explain their thinking through making reference to key details. Explain and discuss their understanding of what they have read, including through formal presentations and debates, Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of the texts contributes to the meaning. Distinguish between fact & opinion	Identify how the same theme is represented across texts and how multiple themes are presented in longer narratives. Explain their thinking through making reference to key details and comparisons. Explain and discuss their understanding of what they have read, including through formal presentations and debates, Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning. Distinguish between fact, opinion and bias.

<p>Retrieval</p> <p>2b Retrieve and record information/ identify key details from fiction & non-fiction.</p>	<p>Children can explain their understanding of independent reading by answering simple questions about what they have just read.</p>	<p>Use contents and sub-headings to locate relevant information.</p> <p>Children begin to learn the skill of 'skim and scan' to retrieve details.</p> <p>Children begin to use quotations from the text.</p>	<p>Use contents, indexes, glossaries and sub-headings to locate a specific information.</p> <p>Use skimming to locate main ideas in the text.</p> <p>Use scanning to locate specific information.</p> <p>Independently identify key questions to research about a topic.</p>	<p>Children confidently skim and scan to locate information efficiently, and also use the skill of reading before and after to retrieve information.</p> <p>They use evidence from across larger sections of text.</p>	<p>Independently devise questions and identify themes to research themes.</p> <p>Use skimming and scanning to locate information selectively and precisely across a range of sources.</p>
<p>Summarise/Sequencing</p> <p>2c summarise main ideas from more than one paragraph</p>	<p>Children retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story.</p>	<p>Children begin to distinguish between the important and less important information in a text.</p> <p>They are able to give a brief verbal summary.</p> <p>The can summarise the main ideas with a paragraph or section.</p> <p>Teachers begin to model how to record summary writing.</p>	<p>Children can make notes from one source to answer key questions through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping.</p> <p>Summarise ideas from several paragraphs or sections.</p> <p>Children can orally summarise what has happened and are beginning to be able to write down a summary.</p>	<p>Summarise ideas, events and information from the texts as a whole.</p> <p>Make notes from several sources to gather information.</p> <p>Children begin to make connections between information across the text and include this information in their written summaries.</p> <p>Refine notes by disregarding irrelevant information.</p>	<p>Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p>
<p>Questioning</p>	<p>Children generate literacy recall questions of their own which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text</p>	<p>Children generate a variety of questions – recall and inferential to help them understand the text further.</p> <p>Ask relevant questions to clarify and improve their understanding of the text.</p>	<p>Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further.</p> <p>.</p>	<p>Independently devise key questions and identify themes to research.</p> <p>Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text.</p> <p>Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.</p>	<p>Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion beyond the text.</p>