



Key Stage 2 Reading Progression

	Year 3	Year 4	Year 5	Year 6
Decoding	<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>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</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>
Range of Reading	<p>Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes</p>			<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Make comparisons within and across books</p>

Familiarity with Texts	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>
Poetry	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognising some different forms of poetry.</p>	<p>Learn a wider range of poetry by heart</p> <p>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.</p>
Word Meaning	<p>Use dictionaries to check the meaning of words that they have read.</p>	

Understanding	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Identify main ideas drawn from more than one paragraph and summarising these</p>	<p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Ask questions to improve their understanding</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
Inference	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>
Prediction	<p>Predict what might happen from details stated and implied</p>	<p>Predict what might happen from details stated and implied</p>

Authorial Intent	<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>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
Non-Fiction	<p>Retrieve and record information from non-fiction</p>	<p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>
Discussing Reading	<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>Recommend books that they have read to their peers, giving reasons for their choices</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates,</p> <p>Provide reasoned justifications for their views.</p>

