

## KS2 Progression Of Reading Skills

### Year 3

| Fluency of Reading  | Vocabulary  | Predict  | Retrieve  | Infer   | Explain   | Summarise   |
|---|---|--|---|---|---|---|
| <p>Read aloud and perform play scripts, <b>gaining</b> the audience's interest in the characters and plot e.g. using stage directions, volume and action</p> <p>Apply their knowledge of root words, prefixes and suffixes to read aloud - note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words</p> <p>Read fluently, confidently using a range of punctuation</p> | <p><b>Identify and discuss</b> the meaning of words <b>in context</b> e.g. I think 'generous' means kind because he gave his money away</p> <p><b>Identify</b> words and phrases that <b>capture the reader's interest</b> and contribute to the <b>meaning</b> of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck</p> <p>Identify &amp; explain the language conventions of non-fiction in relation to the text type</p> | <p>Predict what may happen based on both what has been <b>stated</b> (obvious) <b>and implied</b> (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied</p> | <p>Use <b>skimming</b> to locate main ideas in the text<br/>Use <b>scanning</b> to locate pieces of information</p> <p><b>Make notes</b> from one source to capture <b>key information about a topic</b> e.g. information about penguins' habitats through recording or highlighting sentences/ - key words</p> <p>Use contents and sub-headings to locate relevant information</p> | <p>Draw inferences about <b>characters' thoughts and actions</b> e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads</p> <p>Justify inferences with a single piece of evidence from the text to support one specific point</p> | <p>Discuss their understanding of both texts they <b>have read independently</b> and those read to them<br/>Express and explain their views</p> <p><b>Ask relevant</b> questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man?</p> <p>Identify &amp; explain how the structure and presentation of</p> | <p><b>Summarise</b> the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed</p> <p>Identify the overarching theme of a text e.g. honesty, loneliness, good overcoming evil</p> |

Use age appropriate dictionaries to check the meanings of words

texts **contributes to the meaning**  
e.g. shape poems,  
rhyme in rap,  
direction/size of  
print in 'Emily  
Brown and the  
Thing'

Year 4

| Fluency of Reading   | Vocabulary   | Predict   | Retrieve   | Infer   | Explain   | Summarise   |
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| <p>- apply their knowledge of root words, prefixes and suffixes to read aloud - note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words</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 (Horrible Histories and Eyewitness books)</p> <p>Use age appropriate dictionaries to check the meanings of words</p> | <p><b>Explain</b> the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't</p> <p><b>Explain</b> how words and phrases capture the reader's interest and <b>imagination</b> and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are</p> | <p>Predict what may happen based on what has been <b>implied</b> e.g. I think mum will get cross because she's worried Tom may get into trouble</p> | <p>Use <b>skimming</b> to locate main ideas in the text</p> <p>Use <b>scanning</b> to locate specific information</p> <p>Make notes from one source to answer <b>key questions</b> e.g. where do penguins live? What temperature is it there? through:<br/>highlighting/recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping</p> <p>Use contents, <b>indexes</b>, <b>glossaries</b> and sub-headings to locate <b>specific</b> information</p> | <p>Draw inferences about <b>characters' feelings and motives</b> e.g. I think Leon volunteers because he wants to prove that magic is real</p> <p>Justify inferences with <b>several</b> pieces of evidence from the text to support one specific point</p> | <p>Identify and explain how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork</p> <p>Identify &amp; explain the language conventions of non-fiction in relation to the text type (see range-appendix B)</p> | <p>Summarise ideas from <b>across several paragraphs</b> or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report</p> <p>Identify the <b>author's message</b> about the theme e.g. being honest is the best way to be; it's ok to lie when you need to</p> |

Year 5

| Fluency of Reading  | Vocabulary   | Predict  | Retrieve   | Infer   | Explain  | Summarise   |
|---|--|--|--|---|--|---|
| <p>- apply their knowledge of root words, prefixes and suffixes to read aloud</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 (viewpoint)</p> | <p><b>Explore</b> the meaning of words in a <b>given</b> context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material</p> | <p>Predict what may happen based on <b>their understanding of the content and the themes within the text</b> e.g. I think Macbeth will die because:<br/>                     - he's a murderer<br/>                     - the witches suggest it</p> | <p>Use skimming and scanning to locate information <b>efficiently across a range of sources</b></p> <p>Retrieve and distinguish between fact and opinion</p> <p><b>Make notes from several sources</b> to gather information</p> <p><b>Explore and use</b> their own techniques to make notes</p> <p>Refine notes by disregarding <b>irrelevant</b> information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica</p> | <p>Draw inferences from within the text about <b>themes and characters' and authors' viewpoints</b><br/>                     e.g. Tom is scared to move house because he doesn't pack; he leaves his favourite toy behind on purpose and he's always anxious</p> <p>Justify their inferences and <b>views</b> with a <b>variety of references</b> from <b>across</b> the text</p> | <p><b>Explain their thinking</b> through making reference to key details e.g. quoting from the text -PEE<br/>                     Discuss their understanding of both texts they have read independently and those read to them</p> <p>Explain and <b>develop</b> their own views and <b>build effectively on</b> those of others<br/>                     Ask relevant questions to improve their <b>wider understanding</b> of a text, <b>topic or theme</b><br/>                     e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences?</p> | <p>Summarise ideas, <b>events and information</b> from the <b>text as a whole</b> e.g. the author's viewpoint about a particular issue</p> <p>Identify an author's <b>treatment of the same theme</b> across one or <b>several of their books/poems</b> e.g. Michael Morpurgo's treatment of WWII</p> <p><b>Evaluate</b> how authors use language to <b>impact the reader</b> e.g. use of repetition for effect; the author's used the metaphor 'his face</p> |

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|  |  |  |  |  | Identify & explain how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument (E) | was a grey cloud,' which helps you to imagine his sadness. (V) (E) |
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Year 6

| Fluency of Reading  | Vocabulary   | Predict   | Retrieve   | Infer   | Explain   | Summarise  |
|---|--|---|--|---|---|--|
| <p>Apply their knowledge of root words, prefixes and suffixes to read aloud</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 and future</p> <p>Use age appropriate dictionaries and <b>thesauri</b> to check the meanings of words</p> | <p><b>Explore</b> the meaning of words in <b>different contexts</b> within fiction and non-fiction e.g. <b>flexible</b> means he was prepared to compromise/means it was bendy</p> | <p>Predict what may happen based on <b>their wider understanding of content and themes</b> e.g. I think Macbeth will die because:</p> <ul style="list-style-type: none"> <li>- it's a tragedy</li> <li>- villains often lose</li> </ul> | <p>Use skimming and scanning to locate information <b>selectively and precisely</b> across a range of sources</p> <p>Retrieve and Distinguish between fact, opinion and bias</p> <p>Make notes from several sources to gather information <b>Make choices</b> about the <b>most efficient techniques</b> to make notes</p> <p>Refine notes by disregarding <b>unreliable</b> information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research</p> | <p>Draw inferences <b>across texts</b> about characters' viewpoints, authors' viewpoints and <b>themes</b> e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told</p> <p>Justify their inferences and views with a variety of references from <b>across texts</b> and by <b>comparing sources</b> and considering the <b>reliability of information</b> e.g. selecting points that support and discrediting points that contradict their argument</p> | <p>Explain their thinking through making reference to key details and <b>comparisons</b></p> <p>Discuss their understanding of both texts they have read independently and those read to them</p> <p>Explain and <b>extend</b> their own views and <b>challenge</b> those of others Ask <b>specific</b> questions to <b>develop</b> understanding of a text, topic or <b>theme</b>, including their <b>wider understanding of cultural and social issues</b> e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)</p> <p>Evaluate how and <b>why</b> authors use</p> | <p>Summarise ideas, events and information throughout a text and <b>across</b> texts</p> <p>Identify how the same theme is represented <b>across texts</b> e.g. loss in WWI poetry/narratives and how <b>multiple themes are presented in longer narratives</b> e.g. 'Trash' is about courage, poverty, perseverance</p> |

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|  |  |  |  |  | <p>language, <b>shades of meaning and a range of figurative devices</b> to impact on the reader</p> <p>Identify &amp; explain how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories</p> |  |
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