



Progress in Reading: Key Stage 2

We intend that our children are empowered to become enthusiastic and motivated readers who love literature and take enjoyment when reading for pleasure. They have a confidence to read a wide variety of genres and text types and our lessons incorporate the reading of texts that provoke thought within children. Our children grow in their ability to decode words in order to be able to read fluently with understanding – these skills are developed through a supportive network and regular reading time with adults and peer readers alike.

Skill	Year 3	Year 4	Year 5	Year 6
Reading behaviours and fluency	<p>Asks increasingly informed questions to improve understanding of a text e.g. 'I wonder if this is like because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'</p> <p>Comments on use of language using terminology including alliteration, rhythm, rhyme, simile</p> <p>Uses dictionaries independently to check meaning of new vocabulary</p>	<p>Listens to the opinions of others and adjusts own thinking/understanding where appropriate</p> <p>Expresses personal preferences regarding the work of significant authors/poets</p> <p>Explains similarities and differences with own experiences</p>	<p>Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further</p> <p>Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect</p> <p>Justifies personal response to particular texts and characters with evidence</p>	<p>Generates open questions to explore a range of possibilities and justifies responses in relation to the text</p> <p>Expresses and justifies personal preferences regarding significant authors/poets</p>
Vocabulary	<p>Identifies new vocabulary and sentence structure and discusses to develop understanding</p>	<p>Notes examples of descriptive language and explains the mood or atmosphere they create</p>	<p>Uses a range of strategies to identify the meaning of new vocabulary</p> <p>Identifies examples of effective description that evoke time or</p>	<p>Analyses, and explains the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc</p>

	<p>Identifies and understands meanings of a wide range of conjunctions used to link events together</p> <p>Identifies a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up etc.</p>	<p>Notices key words and phrases used to convey passing of time to introduce paragraphs or chapters</p> <p>Identifies how specific words and phrases link sections, paragraphs and chapters</p> <p>Identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed</p>	<p>place commenting both on word and sentence choice</p> <p>Notes words and phrases in pre twentieth century writing which have changed their meaning over time</p>	<p>Notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand</p>
Retrieving	<p>Refers back to the text for evidence when explaining</p> <p>Extracts information from tables and charts</p> <p>Recognises some different forms of poetry</p> <p>Retrieves information from text where there is competing (distracting) information</p> <p>Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts</p> <p>Recognises different narrative genres</p> <p>Notices the difference between 1st and 3rd person accounts</p> <p>Identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in instructions</p>	<p>Recognises the introduction, build-up, climax or conflict and resolution in narrative • retrieves information from text where there is competing (distracting) information</p> <p>Identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning</p> <p>Identifies key words and phrases as evidence when making a point</p> <p>Identifies the structure and features of a range of non-fiction, narrative and poetry texts.</p> <p>Analyses how structural and presentational features contribute to purpose in a range of texts</p> <p>Identifies events that are presented in more detail and those that are skimmed over</p> <p>Identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss etc.</p>	<p>Comments on use of language using terminology including onomatopoeia, metaphor, personification</p> <p>Notes how cohesion is achieved in different ways</p> <p>Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</p> <p>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>Identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.</p> <p>Identifies how an author varies pace by using direct or reported speech at different points in a story</p>	<p>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>Recognises how the author of non-fiction texts expresses, sequences and links points</p> <p>Explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading</p> <p>Considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage</p> <p>Identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups</p>

		<p>Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place</p> <p>Identifies figurative and expressive language that builds a fuller picture of a character.</p>	<p>Comments on how a character is built and presented, referring to dialogue, action and description</p> <p>Retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader</p>	
Summarising	<p>Summarises main ideas from a text</p> <p>Begins to identify themes across texts e.g. friendship, good and evil, bullying</p>	<p>Explains and justifies an opinion on the resolution of an issue/whole narrative</p> <p>Summarises the main ideas of a non-fiction text</p>	<p>Summarises main ideas from more than one text to support note taking</p> <p>Analyses information from tables and charts and can incorporate this information into a summary of the whole text</p>	<p>Summarises competing views</p> <p>Analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour</p> <p>Discusses main ideas from a text within a group and summarises the discussion</p>
Inferring	<p>Suggests reasons for actions and events</p> <p>Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</p> <p>Identifies with characters and makes links with own experiences when making judgements about the characters' actions</p> <p>Justifies their views about what they have read</p>	<p>Identifies techniques used by the author to persuade the reader to feel sympathy or dislike</p> <p>Justifies opinions of particular characters</p> <p>Distinguishes between fact and opinion</p> <p>Makes deductions about the motives and feelings that might lay behind characters' words</p>	<p>Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</p> <p>Recognises that characters may have different perspectives in the story</p> <p>Considers the time and place where a story is set and looks for evidence of how that affects</p>	<p>Draws reasoned conclusions from non-fiction texts which present differences of opinion</p> <p>Analyses why and how scene changes are made and how they affect characters and events</p> <p>Distinguishes between implicit and explicit points of view</p> <p>Identifies and summarises underlying themes in a range of narrative texts</p>

	<p>Identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?</p> <p>Identifies evidence of relationship between characters based on dialogue and behaviour</p> <p>Analyses the use of language to set scenes, build tension or create suspense</p> <p>Explains how words/phrases in the description are linked to create suspense</p> <p>Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?'</p>	<p>Summarises the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'</p> <p>Comments on the way key characters respond to a problem</p> <p>Makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected</p> <p>Explores alternative outcomes to an issue</p> <p>Analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives</p> <p>Evaluates texts for their appeal for the intended audience</p>	<p>characters' behaviour and/or plot development</p> <p>Explores in-depth the meaning of particular multilayered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text</p> <p>Summarises ideas across paragraphs, identifying key details that support the main ideas</p> <p>Identifies conventions across a range of non-fiction text types and forms e.g. first person in autobiographies and can identify where a common convention has been broken/breached /ignored! Offer reasons for why the author may have chosen to do this</p> <p>Analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes</p> <p>Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context</p> <p>Shows understanding through emphasis, intonation and volume when performing</p>	<p>noting where there are several themes competing in a text</p> <p>Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</p> <p>Explains underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.</p> <p>Explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader</p> <p>Identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody</p>
Predicting	<p>Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</p>	<p>Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	<p>Identifies whether changes in characters met or challenged the reader's expectations</p>	<p>N/A</p>

<p>Analysing</p>	<p>Analyses and compares plot structure</p> <p>Recognises the move from general to specific detail</p>	<p>Analyses how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint</p> <p>Analyses how poetry is structured and its effect on the reader</p> <p>Exemplifies the move between generalisations and specific information</p>	<p>Analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) e.g. experimenting with the different paths that the reader can take through the text</p> <p>Analyses paragraph structures in similar texts noting and commenting on similarities and differences</p>	<p>Justifies personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily</p> <p>Identifies how authors use a range of narrative structures e.g. stories within stories, flashbacks and can demonstrate understanding by re-telling/writing the narrative using a different structure</p>
<p>Authorial Intent</p>	<p>Evaluates effectiveness of texts in terms of function, form and language features</p> <p>Identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning</p>	<p>Understands how authors use a variety of sentence constructions e.g. relative clauses to add detail</p> <p>Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them</p>	<p>Recognises the style of different authors and recognises their intended audience</p>	<p>Justifies agreement or disagreement with narrator's point of view when evaluating a text</p>
<p>Comparing</p>	<p>Comments on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension</p>	<p>Comments on differences between what characters say and what they do</p>	<p>Identifies balanced or biased viewpoints and discuss texts which</p> <p>Explore more than one perspective on an issue</p> <p>Checks whether viewpoint changes in the story</p>	<p>Explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. 'I didn't like this character at the beginning because but now I understand why'</p>