



St Andrew's Church of England Junior School - Progression of Skills and Knowledge: Reading



At St Andrew's our vision statement is 'Shining Light on a World of Possibilities' and we have designed our curriculum to be relevant, exciting and creative, underpinned by our school values and based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

This document aims to give guidance on the progression of Reading knowledge and skills across the year groups.

NC	Year 2	Year 3	Year 4	Year 5	Year 6
		Lower KS2 Reading in the National Curriculum By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. Children can:: • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; • Read books that are structured in different ways and reading for a range of purposes; • Use dictionaries to check the meaning of words that they have read; • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; • Identify themes and conventions in a wide range of books; • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;		Upper KS2 Reading in the National Curriculum Pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. Children can: • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; • Reading books that are structured in different ways and reading for a range of purposes; • 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; • Recommend books that they have read to their peers, giving reasons for their choices; • Identify and discuss themes and conventions in and across a wide range of writing; • Make comparisons within and across books; • Learn a wider range of poetry by heart;	

		• Discuss words and phrases that capture the reader's interest and imagination; • Recognise some different forms of poetry [for example, free verse, narrative poetry]; • Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context; • Ask questions to improve their understanding of a text; • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; • Predict what might happen from details stated and implied; • Identify main ideas drawn from more than 1 paragraph and summarising these; • Identify how language, structure, and presentation contribute to meaning; • Retrieve and record information from non-fiction; • 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.		• Prepare 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; • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; • Ask questions to improve their understanding; • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; • Predict what might happen from details stated and implied; • Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas; • 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; • Distinguish between statements of fact and opinion; • Retrieve, record and present information from non-fiction; • Participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary; • Provide reasoned justifications for their views.	
Vocabulary		• Use dictionaries to check the meaning of words that they have read. • Discuss words that capture the readers interest or imagination. • Identify how language choices help build meaning. • Find the meaning of new words using substitution within a sentence.	• Use dictionaries to check the meaning of words that they have read. • Use a thesaurus to find synonyms. • Discuss why words have been chosen and the effect these have on the reader. • Explain how words can capture the interest of the reader. • Discuss new and unusual vocabulary and clarify the meaning of these. • Find the meaning of new words using the context of the sentence.	• Explore the meaning of words in context, confidently using a dictionary. • Discuss how the author's choice of language impacts the reader. • Evaluate the authors use of language. • Investigate alternative word choices that could be made. • Begin to look at the use of figurative language. • Use a thesaurus to find synonyms for a larger variety of words. • Re-write passages using alternative word choices. • Read 'around the word' and explore its meaning in the broader context of a section or paragraph.	• Evaluate how the authors' use of language impacts upon the reader. • Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • Discuss how presentation and structure contribute to meaning. • Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.

Infer		• Infer characters' feelings, thoughts and motives from their stated actions. • Justify inferences by referencing a specific point in the text. • Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • Make inferences about actions or events	• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • Infer characters' feelings, thoughts and motives from their stated actions. • Consolidate the skill of justifying them using a specific reference point in the text. • Use more than one piece of evidence to justify their answer.	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Make inferences about actions, feelings, events or states • Use figurative language to infer meaning. • Give one or two pieces of evidence to support the point they are making. • Begin to draw evidence from more than one place across a text.	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Discuss how characters change and develop through texts by drawing inferences based on indirect clues. • Make inferences about events, feelings, states backing these up with evidence. • Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text.
Predict		• Justify predictions using evidence from the text. • Use relevant prior knowledge to make predictions and justify them. • Use details from the text to form further predictions.	• Justify predictions using evidence from the text. • Use relevant prior knowledge as well as details from the text to form predictions and to justify them. • Monitor these predictions and compare them with the text as they read on.	• Predict what might happen from details stated and implied. • Support predictions with relevant evidence from the text. • Confirm and modify predictions as they read on.	• Predict what might happen from details stated and implied. • Support predictions by using relevant evidence from the text. • Confirm and modify predictions in light of new information.
Explain		• Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books. • Identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts. • Recognise authorial choices and the purpose of these.	• Discuss words and phrases that capture the reader's interest and imagination. • Identify how language, structure, and presentation contribute to meaning. • Recognise authorial choices and the purpose of these.	• Provide increasingly reasoned justification for my views. • Recommend books for peers in detail. • Give reasons for authorial choices. • Begin to challenge points of view. • Begin to distinguish between fact and opinion. • 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. • Explain and discuss their understanding of what they have read, including through formal presentations and debates.	• Provide increasingly reasoned justification for my views. • Recommend books for peers in detail. • Give reasons for authorial choices. • Begin to challenge points of view. • Begin to distinguish between fact and opinion. • 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. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Distinguish between fact, opinion and bias explaining how they know this.

Retrieve		• Use contents page and subheadings to locate information. • Learn the skill of 'skim and scan' to retrieve details. • Begin to use quotations from the text. • Retrieve and record information from a fiction text. • Retrieve information from a non-fiction text.	• Confidently skim and scan texts to record details, • Using relevant quotes to support their answers to questions. • Retrieve and record information from a fiction or non-fiction text.	• Confidently skim and scan, and also use the skill of reading before and after to retrieve information. • Use evidence from across larger sections of text • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • Retrieve, record and present information from non-fiction texts. • Ask their own questions and follow a line of enquiry.	• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts. • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask their own questions and follow a line of enquiry
Summarise		• Identify main ideas drawn from a key paragraph or page and summarising these. • Begin to distinguish between the important and less important information in a text. • Give a brief verbal summary of a story. • Teachers begin to model how to record summary writing. • Identify themes from a wide range of books. • Make simple notes from one source of writing.	• Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • Identify main ideas drawn from more than one paragraph. • Identify themes from a wide range of books. • Summarise whole paragraphs, chapters or texts. • Highlight key information and record it in bullet points, diagrams, maps etc.	• Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • Make connections between information across the text and include this as an answer. • Discuss the themes or conventions from a chapter or text. • Identify themes across a wide range of writing.	• Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. • Make comparisons across different books. • Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.