



Key Stage 2 Reading skills progression map 2022 - 2023

	Year 3	Year 4	Year 5	Year 6
<p>Decoding</p> <p>It is our intent that all children have the ability to decode and read a range of texts, so they can access the world around them and reach their full potential, we inspire our children to aspire. We want all children to become primary literate and be secondary school ready.</p>	Apply their knowledge of root words, prefixes and suffixes to work out the meaning of new words	Apply their growing knowledge of root words, prefixes and suffixes	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet	Apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet
	Use knowledge of phonics when attempting longer and new words	Confidently use knowledge of phonics when attempting longer and new words and gives suggestions of meaning	Use grammatical knowledge to make sense of a texts	Use grammatical knowledge to make sense of a texts
	Self-correct when reading aloud	Self-correct when reading aloud	Self-correct when reading aloud	Self-correct when reading aloud
	Attempt different pronunciation of new words	Attempt different pronunciation of longer words, explaining why they think one is correct	Pronounces unfamiliar words with increasing speed	Display confidence in their attempts to pronounce unfamiliar words
	Read aloud and understand the meaning of new words they meet	Read aloud and understand the meaning of new words they meet	Put new vocabulary into their own sentences, showing understanding of meaning and correct pronunciation	Put new vocabulary into their own sentences, showing understanding of meaning and correct pronunciation
	Read and understand homophones	Read and understand homophones		
	Read further exception words, noting the unusual correspondences between spelling and sound, and	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word		

	where these occur in the word			
<p>Exposure It is our intent to give children the opportunity to read books that will expose them to the diverse world around them, allowing them to access ideas, views and places they may not otherwise experience. Through reading, through reading, will be inspired to aspire for the future. We give this a high priority as we know that not all children have access to books and experiences outside school.</p>	Listen to and discuss a range of fiction, poetry, plays and non-fiction, reference/text books	Listen to and discuss a range of fiction, poetry, plays and non-fiction, reference/text books	Listen to and discuss a range of fiction, poetry, plays and non-fiction, reference/text books	Listen to and discuss a range of fiction, poetry, plays and non-fiction, reference/text books
	Read books that are structured in different ways	Read books that are structured in different ways	Read books that are structured in different ways	Read books that are structured in different ways
	Read for a range of purposes	Read for a range of purposes and discuss the purpose of a given text	Read for a range of purposes and discuss the purpose of a given text, identifying genres and making comparisons across texts	Read for a range of purposes and discuss the purpose of a given text, identifying genres and making comparisons across texts
<p>Understanding The children will be taught skills to understand what they have read and build resilience when faced with a challenge. We focus on broadening their exposure to ambitious, technical and unfamiliar vocabulary. We encourage</p>	Use dictionaries to check the meaning of unknown words - with support	Use dictionaries to check the meaning of unknown words	Without prompting, use dictionaries to check the meaning of unknown words	Without prompting, use dictionaries to check the meaning of unknown words
	Discuss words and phrases that capture the reader's imagination	Discuss words and phrases that capture the reader's imagination	Discuss words and phrases, including figurative language, that capture the reader's imagination	Discuss words and phrases, including figurative language, that capture the reader's imagination

children to be good communicators by asking detailed questions about what they have read.	Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
	Ask simple questions to improve their understanding of a text	Ask more detailed questions to improve their understanding of a text	Ask more detailed questions to improve their understanding of a text	Ask questions, and lead discussions, to improve their understanding of a text
	Identify main ideas drawn from 1 paragraph and summarise these, identifying how language and structure contribute to meaning	Identify main ideas drawn from more than 1 paragraph and summarise these, identifying how language, structure, and presentation contribute to meaning	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	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
	Read with appropriate expression when reading dialogue	Read adhering to punctuation when reading expressive punctuation, e.g. Question marks and exclamation marks.	Read adhering to all punctuation, showing awareness of the listener, by using emphasis, pace and pauses.	Read adhering to all punctuation, showing awareness of the listener, by using emphasis, pace, pauses, volume and gestures.
	Show understanding of the main events and character actions in a story	Show understanding of the main events and character actions and ideas in a story	Show understanding of the main events, character actions, ideas and themes in a story	Shows understanding of the main events, character actions, ideas and themes in a story
			Consider different accounts of the same event and discuss viewpoints.	Consider different accounts of the same event and discuss viewpoints.

<p>Retrieval Children should be able to retrieve information, so they can access the world around them.</p>	Retrieve and record information from fiction and non-fiction	Retrieve and record information from fiction and non-fiction	The skills of information retrieval, which are taught in Years 3 and 4, should be applied across the curriculum and in real world contexts, where pupils are genuinely motivated to find out information	The skills of information retrieval, which are taught in Years 3 and 4, should be applied across the curriculum and in real world contexts, where pupils are genuinely motivated to find out information
	Begin to scan texts to find information	Scan texts to find information and begin to use skimming to understanding meaning	Scan texts with confidence to find information and skim texts to understanding meaning	Scan texts with confidence to find information and skim texts to understand meaning
<p>Inference It is our intent that children build skills of empathy, understanding, kindness and respect through what they hear, see and read.</p>	Draw simple inferences such as inferring characters' feelings and thoughts from their actions, and justifying inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with pertinent evidence
<p>Prediction Children should be able to communicate what they think will happen, giving reasons for their ideas.</p>	Make conceivable predictions about what might happen from details stated and implied	Predict what might happen from details stated and implied, making reference to the text	Predict what might happen from details stated and implied, making reference to the text and previous reading.	Predict what might happen from details stated and implied, making reference to the text and previous reading, their own knowledge and experiences

<p>Reading a wide range of books</p> <p>It is our intent to give children the opportunity to read books that will help them to understand their own community and expose them to the diverse world around them. This allows them to access ideas, views and places they may not otherwise experience. We believe that every child should see reading as a source of pleasure that will stay with them for life and understand the importance of the role in teachers and school staff in modelling this.</p>	Develop positive attitude to reading	Express a positive attitude to reading	Maintain a positive attitude to reading	Express and demonstrate a positive attitude to reading
	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	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	Participate in and lead discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	Participate in and lead discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
	Sustain interest when reading longer texts that interest them	Sustain interest when reading longer texts	Read silently for extended periods, requiring minimal prompts to stay on task	Read silently for extended periods
	Pinpoint part of a text they enjoyed, stating why it appealed to them	Pinpoint part of a text they enjoyed, stating why it appealed to them and who else they think it would appeal to	Pinpoint part of a text they enjoyed, stating why it appealed to them and considering author's choice of language and structure	Pinpoint part of a text they enjoyed, stating why it appealed to them and considering author's choice of language and structure
	Discuss what they have read/heard with others, listening to their opinions and then giving their own	Discuss what they have read/heard with others, listening to their opinions, and then giving their own, with reference to the text. Discuss preferences	Discuss what they have read/heard with others, listening to their opinions, and then giving their own, with reference to the text. Discuss preferences, giving reasoned justifications for their views. Challenging views courteously	Discuss what they have read/heard with others, listening to their opinions, and then giving their own, with reference to the text. Discuss preferences, giving reasoned justifications for their views. Challenging views courteously

Fiction	Increase their familiarity with a wide range of books, including fairy stories, myths and legends and re-tell some of these orally	Increase their familiarity with a wide range of books, including fairy stories, myths and legends and re-tell some of these orally, including the main themes and ideas	Continue to read a wide range of fiction, poetry and plays, myths and legends, including traditional stories, modern fiction, fiction from literary heritage and books from other cultures	Continue to read a wide range of fiction, poetry and plays, myths and legends, including traditional stories, modern fiction, fiction from literary heritage and books from other cultures
	Identify themes in a wide range of books when given options to choose from	Identify themes and conventions in a wide range of books	Identify themes and conventions in a wide range of books	Identify themes and conventions in a wide range of books
	Discuss why they have enjoyed a book	Discuss why they have enjoyed a book and why someone else should read a book they have enjoyed	Discuss why someone should read a book they have enjoyed and give reasons for their choices and make simple comparisons across books	Discuss why someone should read a book they have enjoyed and give reasons for their choices and make comparisons across books. Recommend a book based on specific requirements
	Pinpoint vocabulary that captures interest and imagination	Pinpoint vocabulary, including figurative language that captures interest and imagination	Discuss and evaluate how and why authors use language, including figurative language, considering the impact on the reader. Gives examples of metaphor, simile, imagery and analogy	Discuss and evaluate how and why authors use language, including figurative language, considering the impact on the reader, showing an appreciating in the difference between the figurative and literal interpretation
Non fiction	Identify main ideas drawn from 1 paragraph and summarise these	Identify main ideas drawn from more than 1 paragraph and summarise these	Identify main ideas drawn from more than 1 paragraph and summarise these – identify key details that summarise the main idea	Identify main ideas drawn from more than 1 paragraph and summarise these – identify key details that summarise the main idea

	Identify how language and structure helps to make information easier to read, find and understand	Identify how language, structure, and presentation contribute to meaning	Identify how language, structure, and presentation contribute to meaning	Using longer texts, identify how language, structure, and presentation contribute to meaning
	Identify information they need to look for in a non-fiction texts and use contents pages and indexes to locate information	Identify information they need to look for in a non-fiction text and use contents pages and indexes to locate information		
	Use a reference book for information retrieval	Use a reference book to carry out research with support	Use reference books to retrieve, record and present information within a given structure	Use reference books to retrieve, record and present information in a way of their own choice
		Compares information from different sources	Sorts information between fact and opinion	Distinguish between fact and opinion
Poetry	Prepare poems and plays to perform	Prepare poems and plays to perform	Prepare poems and plays to perform	Prepare poems and plays to perform
	Learn a range of simple poetry by heart	Learn a range of poetry by heart	Learn a wide range of poetry by heart	Learn a wide range of poetry by heart, giving explanations about the meaning and purpose of the poems
	Recognising some different forms of poetry	Recognise and classify forms of poetry		

Plays and performance	Prepare poems and plays to perform	Prepare poems and plays to perform, ensuring the meaning is clear to their audience	Prepare poems and plays to perform, ensuring the meaning is clear to their audience	Prepare poems and plays to perform, ensuring the meaning is clear to their audience
	Show understanding through tone, intonation, volume and action	Show understanding through a variety tone, pace, intonation, volume and action	Show understanding through a variety tone, pace, intonation, volume and action	Show understanding through a variety tone, pace, intonation, volume and action
			Uses their voice to create tension to engage the audience	Uses their voice to create tension to engage the audience

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the responses increases the level of challenge.

Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of the library and Book Nook.