

KS2 Progression in Reading at Horwich Parish CE School

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| **Year 3** |
| **Reading – Word reading** |
| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Phonics and decoding** | To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.\*To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.\* | Phonics teaching, to the children who did not pass the re-take in Y2 of Phonics screening.Fluency teaching session at least once a week to work on accuracy, expression, punctuation and pace. |
| **Common Exception Words** | To read Y3/4 common exception words |
| **Fluency** | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.  |

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

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| **Year 3** |
| **Reading - Comprehension** |
| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding** | \*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context \*asking questions to improve their understanding of a text \*identifying main ideas drawn from more than one paragraph and summarising these | Individual reading for SEN Class novel read by teacher daily to model fluency25 minutes whole class guided reading daily – Monday to Friday. Class novel changed every halfterm and linked to topic where possible.Class Novels:Autumn 1 – Stig of the Dump by Clive DaviesAutumn 2 – Charlie and the Chocolate Factory by Roald DahlSpring 1 – Orchard Book of Greek MythsSpring 2 – The Wind in the Willows by Kenneth GrahameSummer 1 – Lonely Planet – World’s Strangest PredatorsSummer 2 - Oliver Twist retold by Gill Tavnor |
| **Connecting and becoming familiar with texts** | \*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context \*asking questions to improve their understanding of a text \*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally \*identifying themes and conventions in a wide range of books\*listening to and discussing a 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\*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 |
| **Non Fiction** | \*retrieve and record information from non-fiction |
| **Poetry and Performance** | \*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action \*recognising some different forms of poetry |
|  |  | **Question Stems** |
| **Vocabulary** | \*using dictionaries to check the meaning of words that they have read | • What do the words ...... and ...... suggest about the character, setting and mood?• Which word tells you that....?• Which keyword tells you about the character/setting/mood?• Find one word in the text which means......• Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that....... |
| **Inference** | \* To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. | • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ...... show that they are ........ ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story? |
| **Prediction** | \* To justify predictions using evidence from the text. | • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. |
| **Explanation** | \*discussing words and phrases that capture the reader’s interest and imagination \*identifying how language, structure, and presentation contribute to meaning | • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author’s point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked? |
| **Retrieval** | To retrieve and record information from a fiction text. | How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is ........? • What can you learn about ...... from this section? • Give one example of...... • The story is told from whose perspective? |
| **Sequence/****summaries** | \*identifying main ideas drawn from more than one paragraph and summarising these | • Can you number these events 1-5 in the order that they happened? • What happened after .......? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter |

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| **Year 4** |
| **Reading – Word reading** |
| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Phonics and decoding** | To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.\*To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.\* | Fluency teaching session at least once a week to work on accuracy, expression, punctuation and pace. |
| **Common Exception Words** | To read Y3/4 common exception words |
| **Fluency** | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. |

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

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| **Year 4** |
| **Reading - Comprehension** |
| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding** | \*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context \*asking questions to improve their understanding of a text \*identifying main ideas drawn from more than one paragraph and summarising these | Individual reading for SEN Class novel read by teacher daily to model fluency25 minutes whole class guided reading daily – Monday to Friday. Class novel changed every halfterm and linked to topic where possible.Class Novels:Autumn 1 – The Pharaoh’s Cat by Maria LangAutumn 2 – Harry Potter and the Philosopher’s Stone by JK RowlingSpring 1 – Romans on the Rampage by Jeremy StrongSpring 2 – Why the whales came by Michael MurpurgoSummer 1 – Beowolf by Michael MorpurgoSummer 2 -  |
| **Connecting and becoming familiar with texts** | \*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context \*asking questions to improve their understanding of a text \*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally \*identifying themes and conventions in a wide range of books\*listening to and discussing a 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\*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 |
| **Non Fiction** | \*retrieve and record information from non-fiction |
| **Poetry and Performance** | \*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action \*recognising some different forms of poetry |
|  |  | **Question Stems** |
| **Vocabulary** | \*using dictionaries to check the meaning of words that they have read | • What do the words ...... and ...... suggest about the character, setting and mood?• Which word tells you that....?• Which keyword tells you about the character/setting/mood?• Find one word in the text which means......• Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that....... |
| **Inference** | \* To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. | • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ...... show that they are ........ ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story? |
| **Prediction** | \* To justify predictions using evidence from the text. | • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. |
| **Explanation** | \*discussing words and phrases that capture the reader’s interest and imagination \*identifying how language, structure, and presentation contribute to meaning | • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author’s point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked? |
| **Retrieval** | To retrieve and record information from a fiction text. | How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is ........? • What can you learn about ...... from this section? • Give one example of...... • The story is told from whose perspective? |
| **Sequence/****summaries** | \*identifying main ideas drawn from more than one paragraph and summarising these | • Can you number these events 1-5 in the order that they happened? • What happened after .......? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter |

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| **Year 5** |
| **Reading – Word reading** |
| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Phonics and decoding** | \*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 | Fluency teaching session at least once a week to work on accuracy, expression, punctuation and pace. |
| **Common Exception Words** | To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. |
| **Fluency** | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. |

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| **Year 5** |
| **Reading - Comprehension** |
| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding** | \* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context \*asking questions to improve their understanding \*provide reasoned justifications for their view | Individual reading for SEN Class novel read by teacher daily to model fluency25 minutes whole class guided reading daily – Monday to Friday. Class novel changed every halfterm and linked to topic where possible.Class Novels:Autumn 1 – Viking Boy by Tony BradmanAutumn 2 – Cosmic by Frank Cottrell-BoyceSpring 1 –Wonder by R J PalacioSpring 2 – The Explorer by Katherine RundellSummer 1 – Diver’s Daughter by Patrice LawrenceSummer 2 - From Hereabout Hill by Michael MorpurgoRecommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others’ ideas and challenging views courteously  |
| **Connecting and becoming familiar with texts** | \*continuing 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 \*making comparisons within and across book\*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 \*identifying and discussing themes and conventions in and across a wide range of writing |
| **Non Fiction** | \*distinguish between statements of fact and opinion \*retrieve, record and present information from nonfiction |
| **Poetry and Performance** | \*learning a wider range of poetry by heart 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 |
|  |  | **Question Stems** |
| **Vocabulary** |  | • What do the words ...... and ...... suggest about the character, setting and mood?• Which word tells you that....?• Which keyword tells you about the character/setting/mood?• Find one word in the text which means......• Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that....... |
| **Inference** | \*drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ...... show that they are ........ ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story? |
| **Prediction** | \*predicting what might happen from details stated and implied | • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. |
| **Explanation** | \*identifying 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,  | • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author’s point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked? |
| **Retrieval** |  | How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is ........? • What can you learn about ...... from this section? • Give one example of...... • The story is told from whose perspective? |
| **Sequence/****summaries** | \*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | • Can you number these events 1-5 in the order that they happened? • What happened after .......? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter |

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| **Year 6** |
| **Reading – Word reading** |
| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Phonics and decoding** | **\*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** | Fluency teaching session at least once a week to work on accuracy, expression, punctuation and pace.  |
| **Common Exception Words** | To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. |
| **Fluency** | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. |

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| **Year 6** |
| **Reading - Comprehension** |
| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding** | \* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context \*asking questions to improve their understanding  | Individual reading for SEN Class novel read by teacher daily to model fluency25 minutes whole class guided reading daily – Monday to Friday. Class novel changed every halfterm and linked to topic where possible.Class Novels:Autumn 1 – The Hero Twins by Dan Jolley and David WittAutumn 2 – The Great Sea Dragon Discovery by Pippa GoodhartSpring 1 – Alistair Humphreys Great AdventurersSpring 2 – Rose Blanche by Ian McEwanSummer 1 – Splash by Charli HowardSummer 2 - Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others’ ideas and challenging views courteously  |
| **Connecting and becoming familiar with texts** | **\*continuing 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** **\*making comparisons within and across book****\*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** **\*identifying and discussing themes and conventions in and across a wide range of writing** |
| **Non Fiction** | \*distinguish between statements of fact and opinion \*retrieve, record and present information from nonfiction |
| **Poetry and Performance** | \*learning a wider range of poetry by heart 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 |
|  |  | **Question Stems** |
| **Vocabulary** |  | • What do the words ...... and ...... suggest about the character, setting and mood?• Which word tells you that....?• Which keyword tells you about the character/setting/mood?• Find one word in the text which means......• Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that....... |
| **Inference** | \*drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidenceTo discuss how characters change and develop through texts by drawing inferences based on indirect clues. | • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ...... show that they are ........ ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story? |
| **Prediction** | \*predicting what might happen from details stated and implied | • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. |
| **Explanation** | \*identifying how language, structure and presentation contribute to meaning \*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author’s point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked? |
| **Retrieval** |  | How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is ........? • What can you learn about ...... from this section? • Give one example of...... • The story is told from whose perspective? |
| **Sequence/****summaries** | \*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | • Can you number these events 1-5 in the order that they happened? • What happened after .......? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter |