National curriculum expectations:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that by the end of Key Stage 2 all pupils should be able to:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences.
- use discussion to learn; they should be able to elaborate and clearly explain their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

READING PROGRESSION	Year 3	Year 4	Year 5	Year 6
READING-KNOWLEDGE: DECODING AND FLUENCY	**Word Reading** Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). As Year 2 and: • **To apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology) as listed in – see English appendix 1-, both to read aloud and understand the meaning of new words they**	**Word Reading** Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. As Year 3 and: • **To apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology) as listed in – see English appendix 1-, both to read aloud and understand the meaning of new words they meet.**	**Word Reading** Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. As Year 4 and: • **To apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology) as listed in – see English appendix 1-, both to read**	**Word Reading** To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. As Year 5 and: • To apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology) as listed in – see English appendix 1-, both to read

	meet. • **Use knowledge of root words to understand meanings of words** • **Use prefixes to understand meanings e.g., im-, il-, ir-, un-, dis-, - mis-, re-, sub-, inter-, super-, anti-, and auto-** • **Use suffixes to understand meanings e.g. –ation, -ous -ly,-ture, -sure, -sion, -tion, -ssion** and **-cian** • **Read and understand meaning of words on Y3/4 word list.** • Use intonation, tone and volume when reading aloud • Take note of punctuation when reading aloud • To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	• Use knowledge of root words to understand meanings of words • **Use prefixes to understand meanings e.g., sub-, inter-, anti-, -auto-** • **Use suffixes to understand meanings e.g. –ation, -ous, -tion, -sion, - ssion,-cian** • Read and understand meaning of words on Y3/4 word list. • To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • **Use punctuation to determine intonation and expression when reading aloud to a range of audiences.**	**aloud and understand the meaning of new words they meet.** • Use knowledge of root words to understand meanings of words • Apply knowledge of prefixes to understand meaning of new words • **Use suffixes to understand meanings e.g. -ant, -ance, - ancy,-ent, ence, -ency, - ible, - able, -ibly, -ably, -tion, - tian, -cial, -tial** • **Read and understand meaning of words on Y5/6 word list.** • Use punctuation to determine intonation and expression when reading aloud to a range of audiences.	aloud and understand the meaning of new words they meet. • Use knowledge of root words, prefixes, and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment • Use suffixes to understand meanings e.g. –cious, -tious, -tial, -cial • Read and understand meaning of words on Y5/6 word list – see bottom • Use etymology to help the pronunciation of new words e.g., chef, chalet, machine, brochure – French in origin • Employ dramatic effect to engage listeners whilst reading aloud • Read extensively for pleasure • Skim texts to ascertain the gist • Use a combination of scanning and close reading to locate information • As above and: • Evaluate texts quickly in order to determine their usefulness or appeal • Understand underlying themes, causes and consequences within whole texts. • Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives) • Recognise authors' techniques to influence and manipulate the reader.

Reading at Dog Kennel Hill Primary School
Reading for Pleasure Progression – KS2

Across KS2, classes have a weekly session dedicated to Reading for Pleasure. Children have access to a range of texts (graphic novels, football and historical fiction, comics) chosen based on their interests, an online library and audio books. These sessions follow a RIST model: Reader-led, Informal, Social and with Texts that tempt.

READING PROGRESSION- READING FOR PLEASURE	Year 3	Year 4	Year 5	Year 6
DEVELOP PLEASURE IN READING, MOTIVATION TO READ, VOCABULARY AND UNDERSTANDING BY:	**Develop positive attitudes to reading and understanding of what they read by:** • 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 • using dictionaries to check the meaning of words that they have read • 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 • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and	**Develop positive attitudes to reading and understanding of what they read by:** • 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 • using dictionaries to check the meaning of words that they have read • 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 • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and	**Maintain positive attitudes to reading and understanding of what they read by:** • 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 • 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 • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry	**Maintain positive attitudes to reading and understanding of what they read by:** • 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 • 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 • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within

	action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] **To understand what they read, in books they can read independently, by:** • 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 • drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning **To retrieve and record information from non-fiction** **To 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.**	action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] **To understand what they read, in books they can read independently, by:** • 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 • drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning **To retrieve and record information from non-fiction** **To 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.**	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 **Understand what they read by:** • 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 • drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • 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 • 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	and across books • 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 **Understand what they read by:** • 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 • drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • 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 • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions

			read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary • provide reasoned justifications for their views.	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.

Reading at Dog Kennel Hill Primary School
Reading Skills Progression – KS2

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, and prosody. Children are exposed to new vocabulary, inference, prediction, explanation, retrieval and summary questions in Shared Reading sessions. These sessions take place four times a week and within these lessons, children are given ample opportunity to discuss the text as a class and with peers. Within these sessions, Reading skills are taught through high quality, inclusive and diverse texts and links are made to the wider curriculum where relevant.

KS2 Content Domain Reference	
2a give/explain the meaning of words in context	Vocabulary (choice)
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	
2h make comparisons within a text	

		Year 3	Year 4	Year 5	Year 6
COMPREHENSION	Vocabulary	Identify and discuss the meaning of words in context. Identify words and phrases that capture the reader's interest and contribute to the meaning of the text.	Identify the language conventions of non-fiction in relation to the text type. Explain the meaning of new words in context. Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text. Use age-appropriate dictionaries to check the meanings of words.	Explore the meaning of words in a given context within fiction and non-fiction. Discuss and evaluate how authors use language to impact the reader. Use age-appropriate dictionaries and thesauri to check the meanings of words.	Explore the meaning of words in different contexts within fiction and nonfiction. Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader. Use age-appropriate dictionaries and thesauri to check the meanings of words.

Vocabulary Example Questions	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…	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…	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…	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	Draw inferences about characters' thoughts and actions. - Justify inferences with a single piece of evidence from the text to support one specific point.	Draw inferences about characters' feelings and motives. Justify inferences with several pieces of evidence from the text to support one specific point.	Draw inferences from within the text about themes and characters' and authors' viewpoints. Justify inferences and views with a variety of references from across the text.	Draw inferences across texts about characters' viewpoints, authors' viewpoints, and themes. Justify their inferences and views with a variety of inferences and views from across texts and by comparing sources and considering the reliability of information.	
Inference Example Questions	Find and copy a group of words which show that… How do these words make you feel? How does this paragraph suggest that? 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…? Why did…react in that way?	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?	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?	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	Predict what may happen based on both what has been stated (obvious) and implied (less obvious).	Predict what may happen based on what has been implied.	Predict what may happen based on their understanding of the content and the themes within the text.	Predict what may happen based on their wider understanding of content and themes.
Prediction Example Questions	From the front cover, what do you predict 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.	From the front cover, what do you predict 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.	From the front cover, what do you predict 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.	From the front cover, what do you predict 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.
Explain	Identify the language conventions of non- fiction in relation to the text type. - Identify the overarching theme of a text. Identify the structural conventions of non- fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning.	Identify the author's message about the theme. Identify the structural conventions of non- fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning.	Identify an author's treatment of the same theme across one or several of their books/poems. Explain their thinking through making reference to key details. Identify the structural conventions of non- fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning. Distinguish between fact and opinion.	Identify how the same theme is represented across texts and how multiple themes are presented in longer narratives. Explain their thinking through making reference to key details and comparisons. Identify the structural conventions of non- fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning. Distinguish between fact, opinion, and bias.

	Explain Example Questions	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? Explain why. The mood of the character changes throughout the text. Explain why. Explain why…reacts this way? What affect does…have on the audience? How does the author engage the reader here? What do you think of…? Explain why. How does the author create a sense of mystery? Explain why. Explain how the author creates humour in this chapter. Explain if you think…made the right decision. Explain how the author creates tension in this chapter. How does…feel? Explain why.	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? Explain why. The mood of the character changes throughout the text. Explain why. Explain why…reacts this way? What affect does…have on the audience? How does the author engage the reader here? What do you think of…? Explain why. How does the author create a sense of mystery? Explain why. Explain how the author creates humour in this chapter. Explain if you think…made the right decision. Explain how the author creates tension in this chapter. How does…feel? Explain why.	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?	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	Use contents and subheadings to locate relevant information. Identify a main topic to research, independently and through shared reading.	Use contents, indexes, glossaries, and subheadings to locate specific information. Use skimming and scanning to locate main ideas in the text. Independently identify key questions to research about a topic.	Use skimming and scanning to locate information efficiently across a range of sources.	Use skimming and scanning to locate information selectively and precisely across a range of sources. Independently devise key questions and identify themes to research.

Retrieval Example Questions	How did…? How often…? Who had…? Who is…? Who did…? What happened to? What does…do? How…is…? Give an example of… Where did go…? Why doesn't…do…? What does…see? 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? from this section? The story is told from whose perspective?	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.	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.	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.
Summarise	Summarise the main idea/s within a paragraph or section. Make notes from one source to capture key information about a topic through recording or highlighting sentences / key words.	Make notes from one source to answer key questions through: highlighting / recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind mapping. Summarise ideas from across several paragraphs or sections.	Summarise ideas, events, and information from the text as a whole. Make notes from several sources to gather information. Explore and use their own techniques to make notes.	Summarise ideas, events, and information from the text as a whole. Make notes from several sources to gather information. Explore and use their own techniques to make notes. Refine notes by disregarding irrelevant information.
Summarise Example Questions	Order these events in the order they happened. What happened after…? What was the first thing that happened? Can you summarise the chapter? In what order did these events happen in the text?	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?	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?	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 events come in the chapter?	In what order do these events come in the chapter? What are the key events in the story? Can you sequence them in relation to… • chronology? • importance? • character involvement?	In what order do these events come in the chapter? What are the key events in the story? Can you sequence them in relation to… • chronology? • importance? • character involvement?