

Reading progression KS2

Inference

Year 3	Year 4	Year 5	Year 6
Inference	Inference	Inference	Inference
Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination	Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices	Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing
Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination	Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books	Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books
Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book	Read age-appropriate books, including whole novels, with confidence and fluency
Understand what he/she reads independently by asking questions to improve his/her understanding of a text	Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity	Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding	Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support

		through intonation, tone and volume so that the meaning is clear to an audience	the main ideas and using quotations for illustration
Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Understand what he/she reads independently by predicting what might happen from details stated	Understand what he/she reads independently by predicting what might happen from details stated and implied	Understand what he/she reads by asking questions to improve his/her understanding of complex texts	Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning
Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these	Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say	Retrieve and record information from non-fiction over a wide range of subjects	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied	Provide reasoned justifications for his/her views

	Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
		Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously	

Retrieval

Year 3	Year 4	Year 5	Year 6
Retrieval	Retrieval	Retrieval	Retrieval
Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes
Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways	Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes	Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction,	Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary

		fiction from our literary heritage, and books from other cultures and traditions	heritage and books from other cultures and traditions
Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally	Distinguish between statements of fact and opinion	Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart
Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts	Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry	Retrieve, record and present information from non-fiction	Understand what he/she reads by identifying how language, structure and presentation contribute to meaning
Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech	Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials		
Retrieve and record information from non-fiction			

Vocabulary

Year 3	Year 4	Year 5	Year 6
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently	Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read	Discuss why an author has chosen a certain word and phrase	Discuss why an author has chosen a certain word and phrase and discuss the impact on the reader
Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related			
Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry			

Word meaning

Year 3	Year 4	Year 5	Year 6
Word Reading	Word Reading	Word Reading	Word Reading
Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)	Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)		
Read other words of more than one syllable that contain taught GPCs	Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation		
Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)	Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading		



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Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words			
Re-read phonically decodable books to build up fluency and confidence in word reading			