



	Year 3	Year 4	Year 5	Year 6
Decoding/word recognition	• Use knowledge of root words to understand meanings of words e.g. forget, forgetting. • Using prefixes to understanding meanings e.g. un, dis and mis. • Using suffixes to understand meanings of nouns e.g. ly, and ous. • Read and understand selected words from the Year 3/4 word list. • Use appropriate intonation, expression, tone and volume when reading aloud. • Take note of punctuation when reading aloud (changing voice in response to ?, !, inverted commas and commas).	• Use knowledge of root words to understand meanings of words e.g. decide, undecided, decision, indecisive. • Use prefixes to understand meanings e.g. ir, il, sub, anti. • Use suffixes to understand meanings of nouns e.g. tion, ssion, cian, sion. • Read and understand words from the Year 3/4 word list. • Use punctuation to determine intonation and expression when reading aloud (commas and inverted commas, commas after a fronted adverbial).	• Use knowledge and meaning of root words, prefixes and suffixes to investigate how the meaning of words change ible, able, ibly, ably. • Read and understand selected words from the Year 5/6 word list. • Use punctuation to determine intonation and expression when reading aloud (commas to avoid ambiguity, commas to demarcate clauses or follow a fronted adverbial and parenthesis).	• Use knowledge and meaning of root words prefixes and suffixes to investigate how the meaning of words change. • Use suffixes to understand meanings i.e. cious, tious. • Use etymology to help the pronunciation of new words e.g. chef, machine, brochure. • Read and understand words from the Year 5/6 word list.
Vocabulary	• Work out the meaning of new vocabulary	• Work out the meaning of new	• Work out and explain the meaning of new	• Explain the meaning of new vocabulary within the context of the text.

Key Stage 2 Reading Progression

	within the context of the text. • Explain the meaning of unfamiliar words by using the text.	vocabulary within the context of the text. • Identify and explain key vocabulary within the text.	vocabulary within the context of the text.	
Inference	• Draw inference around characters' actions. • Draw inference around characters' thoughts and feelings. • Draw inferences around characters' thoughts, feelings and actions and justify with evidence from the text.	• Draw inferences around a characters' actions and justify with evidence from the text. • Draw inferences around a characters' thoughts and feelings and justify with evidence from the text. • Draw inferences around characters' motives and justify with evidence from the text.	• Draw inferences around a characters' thoughts and actions. • Infer characters' motives from their actions. • Provide evidence to support answers.	• Draw inferences around characters' thoughts and actions. • Infer characters' motives from their actions. • Provide reasoned justifications for their answers and views.
Prediction	• Make predictions based on details stated, giving reasons.	• Make predictions from different parts of the story using information stated and implied.	• Use clues from: characters' actions and speech; author's descriptions of settings and characters to predict outcomes.	• Use clues from: characters' actions and speech; author's descriptions of settings and characters to predict outcomes.

Key Stage 2 Reading Progression

			Predict consequences using a combination of information, including that which is stated and implied.	Predict consequences using a combination of information, including that which is stated and implied.
Explain	- Identify what is already known and generate possible questions about the subject. - Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Justify responses using evidence.	- Identify, discuss and collect effective words and phrases which capture the readers' interest and imagination: alliteration and noun phrases; similes and metaphors, - Justify responses using evidence.	- Formulate hypotheses and through close reading, re-reading and reading ahead, locate clues to support understanding. - Discuss a theme, identified by the teacher, within a text. - Maintain positive attitudes to reading and understanding of what they read by making comparisons within a book. - Explore, recognise and explain the effect on the reader of the author's choice and use of: - Simile - Metaphor - Noun phrases. - Justify responses using evidence and explanation. Consider a	- Explain the effect on the reader of the author's choice and use of: imagery in fiction and poetry (noun phrases, metaphors, similes); personification within a text and style and effect. - Identify how language, structure and presentation contribute to meaning. - Explain the effect on the reader. - Formulate hypotheses and through close reading, re-reading and reading ahead, locate clues to support understanding. - Discuss a theme within a text eg. friendship, loss.

Key Stage 2 Reading Progression

			range of evidence statements.	- Distinguish between statements of fact and opinion within and across a range of texts. - Justify responses using evidence and explanation. Consider a range of evidence statements.
Retrieve	Locate features of information texts eg. key words and phrases.	- Quickly appraise a text to evaluate usefulness. - Scan fiction and non-fiction texts for: dates, numbers and names; headings, lists, bullet points, actions and key words, phrases, sentences.	Scan fiction and non-fiction texts for: dates, numbers and names • key words or phrases • headings, lists, bullet points, captions and key sentences.	Skim, scan and close read for key information/to locate specific detail eg. identify words and phrases.
Summarise	- Quickly appraise a text to evaluate usefulness. - Discuss the purpose of paragraphs and identify the key idea in each paragraph.	- Make short notes by abbreviating ideas, selecting key words, listing or in diagrammatic form. - Identify ideas from more than one paragraph and summarise.	- Distinguish between statements of fact and opinion within and across a range of texts. - Compare settings across texts. - Compare the viewpoints of different characters eg. of the same event.	- Compare characters within and across texts. - Compare texts written within different periods. - Recognise and discuss themes within and across a range of texts.

Key Stage 2 Reading Progression

		• Identify and discuss themes eg. just and unjust. • Compare themes across more than one text.		
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