Key Stage 2 Reading Progression Map

Delta Primary School

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	a. Can apply phonic knowledge as a route to decode words b. Can recognise, read and identify correct sound to grapheme for all 40+ phonemes c. Can recognise, read and identify alternative sounds for some graphemes d. Can break words into more than one syllable that contain taught GPCs e. Can read words with increasing fluency without overt sounding and blending f. Can read common exception words g. Can recognise and read prefix un and use this to construct meanings of words h. Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. s, es, ing, er,est, ed i. Can recognise an increasing range of punctuation (. CL ! ?) and use this to add expression and understanding to the text j. Can use the context of the text and pictures to help read unfamiliar words k: Can read words with simple contractions	a. Can decode unknown words applying phonic knowledge b. Can recognise, read and identify the full range of vowel graphemes c. Can recognise, read and identify the full range of consonant graphemes d. Can break words into two or more syllables e. Can read 90 words per minute at expected standard f. Can read further common exception words g. Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. ed, ing, er,est, ly, ful, less, ness, ment h. Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text i. Can use the context of the text to help read unfamiliar words j. Can discuss word meanings, linking new meanings to those they already know k. Can recognise adjectives, adverbs and similes l. Can identify how	a. Can decode unknown words rapidly and without undue hesitation b. Can recognise, read and identify the full range of vowel graphemes c. Can recognise, read and identify the full range of consonant graphemes d. Can break words into syllables e. Can read 200 words at expected level in 20 minutes f. Can recognise and read a range of prefixes and use these to construct the meanings of words in context e.g. re…, de…, pre…, non…, mis…, ex…, co…, anti… g. Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. …tion, …ive, …ic h. Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission i. Can use the context of the sentence to help read unfamiliar words	a. Can read age appropriate texts with a good level of fluency and stamina b. Can use a range of strategies to decode unfamiliar words c. Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum d. Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum e. Uses a range of punctuation to add meaning to what they are reading f. Gives meaning to new language using the context in which it appears	a. Reads with fluency and stamina b. Can use a range of strategies to decode unfamiliar words without impacting on overall fluency c. Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum d. Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum e. Explains how punctuation and sentences construction is used to enhance meaning f. Uses knowledge of vocabulary and context to give meaning to new language	a. Can show an understanding of the meaning of vocabulary in different contexts b. Can find and copy one word/groups of words with a particular meaning c. Can find words in a text that most closely match the meaning of a given word d. Can explain what words suggest about a given subject e. Can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean

	l: Can discuss word meanings, linking new meanings to those they already know	vocabulary choices effect meaning				
Range of Reading	a. Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales b. Is developing pleasure in reading c. Can recognise rhymes and some simple poems	a. Is increasingly familiar with a wide range of stories, fairy stories and traditional tales b. Developing pleasure in reading c. Can participate in discussion about both books that are read to them and those they read for themselves d. Can recognise recurring literary language in poems and stories	a. Is increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally b. Can read for enjoyment and chooses to read (can absorb themselves in a book/text) c. Can recognise some different forms of poetry (for example, free verse, narrative poetry) d. Can read books that are structured in different ways and comment on their structures e. Can read for a range of purposes f. Can use a dictionary to check the meaning of words they have read	a. Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it b. Is able to choose books that they enjoy and will challenge them c. Is familiar with different types of poetry d. Recognises similarities and differences between texts structured in different ways e. Uses reading as a tool to support other aspects of learning f. Understands when it would be helpful to use a dictionary to support reading	a. Gives developed detail in discussion about a range of texts, including personal opinion. b. Explains different reasons for reading including for enjoyment. c. Perseveres with challenging texts d. Can read and discuss the construction and meaning of different types of poetry e. Can compare and evaluate different texts against their intended purpose	a. Can use appropriate decoding strategies fluently and accurately b. Can skim texts to get the general idea of the content of a piece c. Can scan texts to find particular information d. Can read aloud with intonation that shows understanding e. Can construct visual images f. Can compare, contrast and evaluate different texts g. Can talk about the types of texts they enjoy and that interest them h. Can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression
Prediction	a. Can discuss the significance of the title b. Can make predictions sometimes based on what has been read so far	a. Can make predictions on basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	a. Can make developed predictions that are securely rooted in the text b. Can explain their prediction choices fully, using evidence from the text c. Can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with	a. Can make developed predictions that are securely rooted in the text b. Can explain their prediction choices fully, using evidence from the text c. Can make predictions about characters including how their behaviour may/may not change and how they

					reference to the text	
Retrieval	a. Join in with predictable phrases or refrains b: Can explain what is read in their own words c. Recall main points (who, what, where, when, how, why answers) d. Link what they read or hear to their own experiences	a. Recall main points with reference to the text (who, what, where, when, how, why answers) b. Can read closely to obtain specific information e.g. what type of clothes someone was wearing c. Can identify, select and highlight key words in a sentence to answer recall questions d. Is beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters e. Can recognise and talk about the main differences between fiction and non-fiction texts	a. Shows understanding of main points with reference to the text - (who, what, where, when, how, why answers) b. Can read closely to obtain specific information e.g. what type of clothes someone was wearing c. Can identify, select and highlight key words in a sentence to answer recall questions d. Is beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters e. Is beginning to skim e.g. to search for adjectives which describe a character f. Can recognise and talk about the main differences between fiction and non-fiction texts g. Can identify the key features of different text types h. Can understand and talk about the purpose of a specific paragraph e.g. it groups information together about… i. Can understannd and talk about the feaures of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts	a. Understands and explains the main points from what they have read, with direct reference to the text b. Identify explicit details from the text, showing exactly where in the text they found the information c. Is able to skim short passages to answer recall questions d. Is able to scan short passages to answer recall questions e. Can talk about key differences between text types, including texts of the same type but written by different authors f. Is able to explain how paragraphs have been used to organise a text g. Is able to explain how the format and presentation of a text impacts on the reader	a. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text b. Identify explicit details from the text, showing exactly where in the text they found the information c. Is able to skim whole texts to answer recall questions d. Is able to scan whole texts to answer recall questions e. Can identify the text type according to key features f. Recognises common themes/styles in texts written by the same author g. Comments on the impact of organisational and presentational features of a text h. Distinguish between statements of fact and opinion. (Comprehension)	a. Can retrieve key details and quotations to demonstrate understanding of character, events and information b. Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text c. Can provide developed explanations for key information, events, character actions and motivations d. Can provide straightforward explanations for the purpose of the language, structure and presentation of texts e. Can identify whether statements from a text are fact or opinion f. Can decide whether statements about a text are true or false, using direct reference to the text

Comprehension – Themes and conventions					
a. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases	*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry	a. Can make simple connections between books by the same author e.g. 'Dick King Smith often writes about animals' b. Can recognise some features of the text that relate to its historical setting or its social or cultural background	a. Uses their broad reading experiences to compare books by the same author or on a similar theme b. Begins to recognise the importance of cultural or historical settings on how a text is composed	a. Identifies key themes and styles in books and extracts by a range of authors b. Can explain the importance of cultural or historical settings on how a text is composed	a. Can accurately and selectively summarise main ideas, events, characters and information from fiction b. Can accurately and selectively summarise main ideas, events, and information from non-fiction c. Can identify key details and use quotes for illustration d. Can accurately order summaries of different paragraphs within a text e. Can identify the main message in a poem/story f. Can use information from the whole text to answer questions e.g. true or false

Comprehension – Understanding and responding to a text	a. Identify components of a story - beginning, middle and end	a. Identify components of a story - beginning, middle and end b. Can sequence events in text	a. Is beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed' b. Is beginning to identify main ideas drawn from more than one paragraph c. Can explain how they think the author wants the reader to respond d. Can explain what the writer might be thinking - 'He thinks they are being mean' e. Is beginning to identify and comment on different points of view in the text f. Can simply evaluate specific texts with reference to text type e.g. these are good instructions because…	a. Identifies the main purpose of a text b. Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening c. Is able to identify intended impact of a text and explain whether they feel the text has had the desired effect d. Discusses viewpoints in a text, where appropriate of more than one character e. Can evaluate the overall quality of a text, as well as the inclusion of specific features	a. Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc b. Selects information from across a text to explain or illustrate their ideas c. Compares the behaviour and feelings of different characters in a text	a. Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole b. Can find and discuss evidence of themes and conventions in different genres and forms of text c. Can identify and comment on the grammatical features of text d. Can identify key features such as setting, action, past events e. Can identify and comment on the presentational features of text f. Can use text format and text features accurately to determine text type
Inference	a. Can answer simple 'How' and 'Why' questions from pictures or text b. Can discuss the actions of characters and justify views on the basis of what is being said and done	a. Can discuss the actions of characters and justify views on the basis of what is being said and done b. Can summarise the main points from a passage or a text c. Can identify and discuss favourite words and phrases d. Can ask questions to improve their understanding of a text e. Is beginning to identify the author's main purpose for writing f. Can explain what the writer might be thinking	a. Can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author) b. Can discuss the actions of the main characters and justify views using evidence from the text c. Can summarise the main points from a passage or a text d. Can make inferences about characters' actions in a story based upon evidence from the text e. Can identify and discuss characters, speculating how	a. Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas b. Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative c. Can summarise the main points from a section of text d. Can make inferences about characters actions in a story based on evidence from the text e. Can empathise with a character's motives and behaviours	a. Gives feasible, reasoned predictions based on evidence b. Explains isolated events from a text, in the context of the whole narrative c. Can summarise the main points from a whole text d. Can prove or disprove simple statements about a character by finding evidence in a text e. Begins to use evidence from description, dialogue and action to support their ideas f. Can empathise with a character's motives and	a. Can accurately and selectively summarise main ideas, events, characters and information from fiction b. Can accurately and selectively summarise main ideas, events, and information from non-fiction c. Can identify key details and use quotes for illustration d. Can accurately order summaries of different paragraphs within a text e. Can identify the main message in a poem/story

			they might behave and giving reasons linked to the text f. Can empathise with a character's motives and behaviour g. Can identify the language used to create mood		behaviours	f. Can use information from the whole text to answer questions e.g. true or false
Authorial intent			a. Can discuss word meanings, linking new meanings to those they already know b. Can recognise adjectives and adverbs/simple adverbial phrases and similes c. Can identify how vocabulary choices effect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught' d. Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next e. Can collect words from their reading to use in their own writing f. Can explain how simple and complex sentences influence meaning	a. Can discuss word meanings, based on their existing vocabulary knowledge b. Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc c. Can explain how vocabulary choices affect meaning in a range of text types d. Can identify language used to create atmosphere and discuss why this language has been chosen e. Uses new language from their own reading experiences in their written and spoken work f. Can discuss how the use of different sentence types changes the meaning of a passage	a. Explains clearly how vocabulary choices affect meaning in a range of text types b. Recognises a range of descriptive devices including figurative language d. Comments upon language choices/structures of different authors (particularly in poetry) e. Confidently uses new language from their own reading experiences in their written and spoken work f. Explains the use of sentence structures according to desired effect on the reader	a. Can search for simple clues within the text to support 'reading between the lines' b. Can make developed inferences drawing on evidence from the text and wider personal experience c. Can use clues from action, dialogue and description to interpret meaning d. Can prove or disprove a statement about character or setting by finding evidence in the text e. Can explain and justify inferences, providing evidence from the text to support reasoning f. Can empathise with different characters' points of view

Discussing reading and oracy	*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	a. Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books b. Can participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say. c. Can ask questions to improve their understanding of a text d. Can prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action e. Can read dialogue with appropriate expression	a. Confidently discusses a range of reading experiences with peers and adults b. Responds orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion c. Chooses skilful questions to improve their understanding of the text d. Confidently reads a range of texts aloud, considering intonation, tone, volume and actions e. Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.	a. Makes links between own reading experiences and that of others b. Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader c. Probes texts deeply through their own questioning and evaluation d. Confidently presents texts aloud to a range of audiences e. Uses information from the text to direct their presentation of it to others e. Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.	a. Can make accurate and appropriate comparisons within texts b. Can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event