King's Ford Academy Reading Progression

Reading Accuracy				
Year 2	Year 3	Year 4	Year 5	Year 6
Engage with and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that which they can read independently Discuss and give opinions about books and authors, backed up by reasons **Blend GPCs to read accurately across the curriculum** **Recognise alternative sounds for graphemes** **Apply phonic knowledge across the curriculum**	Discuss a range of fiction, poetry, plays, non-fiction, reference and text books Read for a range of purposes Retell stories, adding key details Identify themes in books **Use phonic knowledge and skills with unfamiliar words** **Use morphology and etymology to aid them in reading unfamiliar words** Read year 3 texts fluently	Independently read for a range of purposes **Try out different pronunciations to aid the decoding of unfamiliar, longer words** **Combine an understanding of phonics, morphology and etymology to aid them in reading unfamiliar words** Read year 4 texts fluently	Independently read a range of fiction, poetry, plays, non-fiction, reference and text books, for a range of purposes Confidently discuss and recommend books and authors, responding to the ideas of others, challenging their views courteously and explaining why **Use an understanding of phonics, morphology and etymology to aid them in reading unfamiliar words** Read year 5 texts fluently	Develop an appreciation and love of reading, and enjoy the challenge of more difficult books Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books for a range of purposes Identify, discuss and compare themes **Use an understanding of phonics, morphology and etymology to aid them in reading unfamiliar words** Read year 6 texts fluently

Read most common exception words (National Curriculum Appendix 1) (EXS KS1)			
Read words of two or more syllables (EXS KS1)			
Read most words containing common suffixes (link to spelling) (EXS KS1)			
Orchestrate a range of reading strategies to decode successfully			
Self-correct when reading aloud			
Sound out most unfamiliar words accurately, without undue hesitation (EXS KS1)			
Read most words accurately without overt sounding and			

blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (EXS KS1) **Read year 2 texts with expression, appropriate volume, good phrasing, smoothness and at a conversational pace**				

Comprehension and Understanding text				
Year 2	Year 3	Year 4	Year 5	Year 6
Develop pleasure in reading, motivation to read, vocabulary and understanding through the following: Use the surrounding text to aid them in understanding unknown **vocabulary**	Develop positive attitudes to reading and understanding of what they read through the following: Use morphology to aid them in understanding unknown **vocabulary**	Develop positive attitudes to reading and understanding of what they read through the following: Understand that words can have varied meanings depending on the context	Maintain positive attitudes to reading and understanding of what they read through the following: Identify **vocabulary** used beyond the literal sense Develop understanding by making connections between texts and the	Maintain positive attitudes to reading and understanding of what they read through the following: Apply previous **retrieving** objectives to Year 6 texts. Check that the text makes sense to them and use questioning and

Infer meanings from the vocabulary used	Ask questions to help their reading make sense and to keep an active engagement with a longer text	Develop understanding by making connections between texts in terms of plot, similar characters, same author etc.	world beyond their own experience	discussion to further their understanding (**retrieval)**
Develop understanding by linking reading to prior knowledge and/or background information	Check that the text makes sense to them and discuss their understanding	Ask questions about character, motivation, **vocabulary** and plot to improve their understanding	Revisit questions during the reading of a text as new information is revealed	Use etymology to aid them in understanding unknown **vocabulary**
Make links between the book they are reading and other books they have read (GD KS1)	Combine information to create an understanding of the whole text	Extract information from a text, when it is hidden within a longer paragraph	Check that the text makes sense to them and use questioning and discussion to further their understanding	**Infer** deeper meanings from the vocabulary used
Check that the text makes sense as they read and correct inaccurate reading (EXS KS1)	Use **inference** to draw simple conclusions	Use a knowledge of text type and structure to extract information	Extract information and make **inferences** from evidence found throughout a whole text	Comment on the effect that the reader's or writer's context has on the meaning of texts
Build comprehension by retrieving basic information from a text (EXS KS1)	Use **vocabulary** knowledge, including synonyms, to aid inference	Use textual details and examples to support inferences and **explanations** about a text's meaning	Use evidence to both support and challenge conclusions drawn within and from a text	Use questioning to propel themselves through a challenging text and to lead them on to new ideas, perspectives and conclusions
Order the events in a text	**Predict** what may happen and explain using detail from the text	Make **inferences** from evidence found throughout a paragraph	**Predict** what may happen using stated and implied details and a wider personal understanding of the world	Ask questions about authorial intent
Make **inferences** about characters, settings and events (EXS KS1 and GD KS1)	Identify the key points and recurring themes	**Predict** what may happen and explain using stated and implied detail from the text	**Summarise** using an appropriate amount of detail as evidence	Use what is implied and 'not said' to enhance comprehension
Make a plausible **prediction** about what might happen on the basis of what has been read so far (GD KS1)	Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc	Summarise a text using the key points	Comment on a writer's purpose and viewpoint whilst recognising that this may differ in different parts of the text	Revise conclusions based on new evidence in the text
	Explain the purposes of structural features			**Explain inferences** with clear reasoning and precise language Refine and verify **predictions** in discussion with others

Explain what has happened so far in what they have read (EXS KS1) **Retrieve** information from the text to answer questions (EXS KS1) Use indexes, contents pages, headings and captions to navigate non-fiction texts	Identify and discuss language features found in texts Refer back to the text to support their response Take notes by **summarising,** deleting and substituting **Retrieve**, record and present information	Recognise the viewpoint of an author and distinguish fact from opinion Identify how the layout and structure of texts aids the reader and contributes to meaning Select and discuss effective words, phrases and sentences e.g. figurative language Answer questions giving evidence from the text in their response Distinguish between fact and opinion in order to verify the accuracy and reliability of information Use the strategies of skimming, scanning, close reading and key word searches to locate and select information (**retrieval**)	Identify and **explain** some choices an author has made in structuring and organising their text Discuss and evaluate how authors use language and the impact on meaning and the reader Answer questions drawing on information from several places in the text Detect bias and distinguish fact from opinion Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information (**retrieval**) Be able to copy, quote and adapt source material (**retrieval**)	Summarise the key points in a more complex text, using their own words to establish clear meaning Explain purpose and viewpoint with reference to evidence in the text Explain the series of choices an author has made in structuring and organising their text Describe and evaluate the choices an author has made in their use of language **Explain** how an author has used language to manipulate the reader Answer a range of question types on single and multiple texts (**retrieval**) Précis longer passages Orchestrate a full range of research skills to conduct and present an independent research project