



Giles Junior School – Reading progression across KS2

Strand	Year 3	Year 4	Year 5	Year 6
Vocabulary (Find and explain the meaning of words in context)	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Identify new vocabulary and sentence structure and discusses to develop understanding	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words Checking the understanding of new vocabulary used within context	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words Comments on the use of language using terminology including onomatopoeia, metaphor and personification	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words Analyse and explain the impact author's techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc.
Infer (Make and justify inferences using evidence from the text)	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying with evidence Identifies with characters and events, makes links with own experiences when making judgements about the character's actions	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying with evidence Identifying techniques used by the author to infer judgements about the character's actions or events in the text	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying with evidence Provide evidence of changes during a story and discuss possible reasons which are not obviously stated in the text	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying with evidence Consider the time and place of a text and look for evidence of how it affects characters' behaviour and plot development
Predict (What might happen based on details given and implied?)	Predicting what might happen from detail stated and implied.	Predicting what might happen from mood and atmosphere that the author has created.	Predicting what might happen from detail stated and implied. Explain whether a character's behaviour was predictable or unexpected.	Predicting what might happen from detail stated and implied. After reading, reflect on whether changes with characters or events met the reader's expectations
Explain	Explain why the text is arranged in a particular way What structures has the author used? Explain which was the most interesting/exciting part of the text	Explain why the text is arranged in a particular way and comment on its effectiveness Explain which was the most interesting/exciting part of the text and justify their reasons	Explain how the structure of a text engages the reader Explain which was the most interesting/exciting part of the text and justify their reasoning using evidence from the text	Explain how the structure of a text affects the reader Explain which was the most interesting/exciting part of the text and analyse effective words/phrases used by the author
Retrieve	Refers back to the text for evidence when explaining Extract information from tables and charts	Refers back to the text for evidence when explaining Retrieve information where there is competing information	Retrieve information from more than one place in the text	Retrieve information from more than one place in the text
Summarise	Summarise main ideas from a text and begins to identify themes within	Summarise and justify their opinion on main ideas from a text and begin to identify themes and patterns within	Summarise main ideas from more than one text Summarise ideas across paragraphs identifying key details that support the main idea	Identify and summarise underlying themes in narrative texts noting where there are several themes competing in a text Identify and analyse conventions across a range of non-fiction text types
Range of reading	A range of narrative, non-fiction, poetry A range of 1 st person accounts <i>Each year group should cover at least one narrative text, one non-fiction text and one poem every half term in guided reading lessons.</i>	A range of non-fiction, narrative, poetry and plays A range of 1 st person accounts Books from other cultures and traditions	A range of non-fiction, narrative, poetry and plays A range of 1 st person accounts Books from other cultures and traditions. Titles by classical children's authors	A range of fiction (including 1 st person accounts), non-fiction, poetry, plays, reference books, books from other cultures and traditions, titles by classical children's authors. Fiction from our literary heritage.