

### Key Stage Two - Reading Progression

	Year Three	Year Four	Year five	Year 6
<b>Guided Reading</b>  N.b These books are suggested texts and may change	<b>Unusual Day</b> <i>Sandi Toksvig</i> <b>The magic Finger</b> <i>Roald Dahl</i> <b>Hodgeheg</b> <i>Dick King Smith</i> <b>Mrs Pepperpot</b> <i>Alf Prøysen</i> <b>The Fox and the ghost king</b> <i>Michael Murpurgo</i>	<b>The Sheep-Pig</b> <i>Dick King Smith</i> <b>Butterfly Lion</b> <i>Michael Murpurgo</i> <b>Charlie and the chocolate factory</b> <i>Roald Dahl</i> <b>The Firework makers daughter</b> <i>Philip Pullman</i> <b>One Dog and His Boy</b> <i>Eva Ibbotson</i>	<b>Holes</b> <i>Louis Sachar</i> <b>The White Giraffe</b> <i>Lauren St John</i> <b>Harry and the Wrinklies</b> <i>Alan Temperley</i>	<b>War Horse</b> <i>Michael Murpurgo</i> <b>Goodnight Mr. Tom</b> <i>Michelle Magorian</i> <b>The Wolves of Willoughby Chase</b> <i>Joan Aiken</i>
<b>Decoding</b>	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. *Begin to understand the meaning of new words	*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet and how they are used to add meaning
<b>Understanding</b>	*checking that the text makes sense to them, discussing their understanding *asking questions to improve their understanding of a text	*checking that the text makes sense to them, discussing their understanding and the context *asking appropriate questions to improve their understanding of a text	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking detailed questions to improve their understanding of a text and meaning	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words and phrases in context *asking detailed questions to improve their understanding of a text and meaning using information gathered from the text.
<b>Word meaning 2a</b>	*using dictionaries to check the meaning of words that they have read *discussing the meaning of words in context	*using dictionaries to check the meaning of words that they have read *discussing the meaning of words in context	* discussing the meaning of words in context *giving the meaning of words in context	*giving the meaning of words in context *explaining the meaning of words in context

Retrieval 2b	<ul style="list-style-type: none"> <li>*retrieving and recording information</li> <li>*identifying key details from texts</li> <li>*identifying who, what, where, when, or why?</li> </ul>	<ul style="list-style-type: none"> <li>*retrieving and record information</li> <li>*identifying key details from texts</li> <li>*identifying and understand who, what, where, when, or why?</li> </ul>	<ul style="list-style-type: none"> <li>*retrieving and record information</li> <li>*identifying key details from fiction and non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*retrieving and record information</li> <li>*identifying key details from fiction and non-fiction</li> </ul>
Summary 2c	<ul style="list-style-type: none"> <li>*identifying main ideas and summarise these</li> </ul>	<ul style="list-style-type: none"> <li>*identifying main ideas drawn from more than one paragraph and summarise these</li> </ul>	<ul style="list-style-type: none"> <li>*summarising the main ideas drawn from more than one paragraph,</li> <li>*identifying key details to support the main ideas within a text</li> </ul>	<ul style="list-style-type: none"> <li>*summarising the main ideas drawn from more than one paragraph</li> <li>*recap main ideas within a text</li> <li>*identifying and key details to support the main ideas within a text</li> </ul>
Inference 2d	<ul style="list-style-type: none"> <li>*understanding what the text suggests and implies</li> </ul>	<ul style="list-style-type: none"> <li>*understanding what the text suggests and implies and support these ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*drawing and making inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
Prediction 2e	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>
Whole text understanding 2f	<ul style="list-style-type: none"> <li>*explaining how narrative content is related</li> <li>*explaining how information aids whole text meaning</li> </ul>	<ul style="list-style-type: none"> <li>*explaining how narrative content is related and contributes to meaning as a whole</li> <li>*explaining how information aids whole text meaning and understanding</li> </ul>	<ul style="list-style-type: none"> <li>*explaining main themes and content in a whole text</li> <li>*explaining how narrative content is related and contributes to meaning as a whole</li> </ul>	<ul style="list-style-type: none"> <li>*explaining main themes and content in a whole text</li> <li>*explaining how narrative content is related and contributes to meaning as a whole</li> </ul>
Authorial Intent Language and effect 2g	<ul style="list-style-type: none"> <li>*discussing words and phrases that capture the reader's interest and imagination</li> <li>*identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>*discussing words and phrases that capture the reader's interest and imagination</li> <li>*identifying how language, structure, and presentation contribute to meaning and understanding</li> </ul>	<ul style="list-style-type: none"> <li>*identifying how language, structure, and presentation contribute to meaning and understanding</li> <li>*discussing how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>*identifying how language, structure, and presentation contribute to meaning and understanding</li> <li>*discussing and evaluating how authors use language, including figurative language, considering the impact on the reader</li> </ul>

Compare ideas and themes within a text 2h	*Making simple comparisons within the range of reading texts including texts that are structured in different ways	*Making comparisons within the range of reading texts including texts that are structured in different ways	*making accurate comparisons within and across books and texts	*making accurate and appropriate comparisons within and across books and texts
Power of reading  N.b These books are suggested texts and may change	<b>The Pebble in My Pocket</b> <i>Meredith Hooper</i> <b>African Tales</b> <i>Gcina Mhlophe</i> <b>Oliver and the Seawigs</b> <i>Philip Reeve</i> <b>The Green Ship</b> <i>Quentin Blake</i> <b>Hot like Fire</b> <i>Valerie Bloom</i> <b>Jeremy Button</b> <i>Jennifer Uman</i>	<b>Moon Man</b> <i>Tomi Ungerer</i> <b>The Iron Man</b> <i>Ted Hughes</i> <b>Mouse Bird Snake Wolf</b> <i>David Almond</i> <b>The Miraculous Journey of Edward Tulane</b> <i>Kate DiCamillo</i>  <b>Varjak Paw</b> <i>S. F. Said</i> <b>The Great Kapok Tree</b> <i>Lynne Cherry</i>	<b>Varmints</b> <i>Helen Ward</i> <b>Shackleton's Journey</b> <i>William Grill</i> <b>The Princess Blankets</b> <i>Carole Ann Duffy</i>  <b>Floodland</b> <i>Marcus Sedgwick</i> <b>Cosmic</b> <i>Frank Cottrell-Boyce</i> <b>The Adventures of Odysseus</b> <i>Hugh Lupton</i>	<b>Stay Where you are then Leave</b> <i>John Boyne</i> <b>Rose Blanche</b> <i>Ian McEwan</i> <b>The Highwayman</b> <i>Alfred Noyes</i> <b>Rooftoppers</b> <i>Katherine Rundell</i> <b>Romeo and Juliet</b> <i>William Shakespeare</i> <b>The Last Wild</b> <i>Piers Torday</i>
Range of Reading	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways *reading for a range of purposes	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes
Familiarity with text	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *discussing themes and conventions in a wide range of books	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *discussing themes and conventions in a wide range of books	*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing	*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing
Poetry texts  N.b These poems are suggested	<b>Slowly</b> <i>James Reeves</i> <b>Bed in summer</b> <i>Robert Louis Stevenson</i> <b>Ducks' Ditty</b> <i>Kenneth Grahame</i> <b>The River</b> <i>Valerie Bloom</i>	<b>Gran Can You Rap?</b> <i>Jack Ousby</i> <b>Jim</b> <i>Hilaire Belloc</i> <b>The Door</b> <i>Miroslav Holub</i>	<b>Silver</b> <i>Walter De La Mare</i> <b>The Tin Can Band</b> <i>Margaret Mahy</i> <b>Sonnet 18</b> <i>William Shakespeare</i>	<b>Daffodils</b> <i>William Wordsworth</i> <b>Night mail</b> <i>W.H. Auden</i> <b>In Flanders fields</b> <i>John McCrae</i>

texts and may change			<b>If</b> <i>Rudyard Kipling</i>	
Poetry & Performance	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Non fiction	*retrieving and recording information from non-fiction	*retrieving and recording information from non-fiction *understanding information in a non-fiction text	*distinguishing between statements of fact and opinion *retrieving, recording and presenting information gathered from non-fiction texts	*distinguish between statements of fact and opinion *retrieving, recording and presenting information gathered from non-fiction texts
Discussing reading	*participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*recommending books that they have read to their peers, giving reasons for their choices *participating in discussions about books, building on their own and others' ideas and challenging views courteously *explaining and discussing their understanding of what they have read, including through formal presentations and debates, *providing reasoned justifications for their views	*recommending books that they have read to their peers, giving reasons for their choices *participating in discussions about books, building on their own and others' ideas and challenging views courteously *explaining and discussing their understanding of what they have read, including through formal presentations and debates, *providing reasoned justifications for their views