Knowledge Progression for English Reading Curriculum across KS2

	Year 3	Year 4	Year 5	proYear 6
Word Reading	A child at the **end of Year 3** is able to read the book accurately and at a speed that is sufficient for them to focus on **understanding** what they read rather than on decoding individual words To apply their growing knowledge of root words, prefixes and suffixes to read aloud, and understand the meaning of most new words they meet To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	By the **end of Y4**, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace To apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet. To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	By the **end of Y5** a child's reading should demonstrate increasing fluency across all subjects and not just in English To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.	By the **end of Y6**, a child's reading should be fluent and effortless across all subjects, not just in English To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.
Positive Attitudes to Reading	To listen and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structured in different ways and reading for a range of purposes To use dictionaries to check the meaning of words that they have read To increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally To identify themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To discuss words and phrases that capture the reader's interest and imagination To recognise some different forms of poetry [for example, free verse, narrative poetry]			
Vocabulary	**To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context** -Children begin to find the meaning of new words by using substitution within a sentence -Children discuss words that capture the readers interest or imagination.	**To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context** -Children begin to find the meaning of new words by using the context of the sentence it is in to help them -Children begin to discuss why words have been chosen and how they capture the readers interest and imagination.	**To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context** -Children read around the word and are taught to explore its broader meaning within a section or paragraph. -Children discuss and evaluate the authors choice of language and figurative language and the impact it has on the reader. -Children begin to investigate alternative word choices that could have been made.	**To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context** -Children read around the word and are taught to explore its broader meaning within a section or paragraph. -Children can evaluate how the author's use of language impacts on the reader. -Children can discuss the use of figurative language and how it contributes to the meaning or mood.
Infer	**To draw inferences such as inferring characters' feelings and thoughts and motives from their actions, and justifying inferences with evidence** -Children infer characters' feelings, thoughts and motives from their stated actions, beginning to justify them with some reference to a specific point in the text.	**To draw inferences such as inferring characters' feelings and thoughts and motives from their actions, and justifying inferences with evidence** -Children infer characters' feelings, thoughts and motives from their stated actions, justifying them with some reference to a specific point in the text.	**To draw inferences such as inferring a character's thoughts and feelings and justifying inferences with evidence** -Children infer characters' thoughts, feelings, thoughts and motives giving two or more pieces of evidence to support each point made, beginning to draw from different places across the text. .	**To draw inferences such as inferring a character's thoughts and feelings and justifying inferences with evidence** -Children infer characters' thoughts, feelings, thoughts and motives giving two or more pieces of evidence to support each point made, drawing this evidence from different places across the text. -To discuss how characters, change and develop throughout a text
Predict	**To predict what might happen from details stated and implied** -Children use relevant prior knowledge to form predictions and justify them. Children are taught the skill of using details from the text to form further predictions.	**To predict what might happen from details stated and implied** -Children use relevant prior knowledge to form predictions and justify them. Children are taught the skill of using details from the text to form further predictions, ***they begin to monitor their predictions and compare them with the text as they read on.***	**To predict what might happen from details stated and implied** -Predictions are supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on. Children begin to independently record their predictions using quotes and evidence from the text to support their answers.	**To predict what might happen from details stated and implied** -Predictions are supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on. -Children independently record their predictions using quotes and evidence from the text to support their answers.

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Explain	**To ask questions to improve their understanding of the text.** **To identify how language, structure and presentation contribute to meaning** -Children generate a variety of questions, including retrieval and inferential questions to help them understand a text further.	**To ask questions to improve their understanding of the text.** **To identify how language, structure and presentation contribute to meaning** -Children generate a variety of questions, including retrieval and inferential questions to help them understand a text further. **- Children discuss the deeper meaning of themes of a text that they have read.**	**To ask questions to improve their understanding of the text.** **To identify how language, structure and presentation contribute to meaning** Children actively generate a variety of questions to focus reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking questions that take the discussion deeper and beyond the text that the children begin to use. Children begin to identify the difference between fact and opinion	**To ask questions to improve their understanding of the text.** **To identify how language, structure and presentation contribute to meaning** Children actively generate a variety of questions to focus reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking questions that take the discussion deeper and beyond the text that the children begin to use. ***Children ask their own critical thinking questions.*** Children can distinguish between fact and opinion and explain their reasons.
Retrieve	**To retrieve and record information from non-fiction** -Children are taught and begin to use skimming and scanning to retrieve and record details from fiction and non-fiction, using some quotations. -They use subheadings and contents page to locate information	**To retrieve and record information from non-fiction** -Children are taught and use skimming and scanning to retrieve and record details from fiction and non-fiction, ***using relevant quotations to support responses.***	**To retrieve and record information from non-fiction** -Children use skimming and scanning to retrieve and record details from fiction and non-fiction, using evidence and relevant quotations to support responses ***from a larger part of a text***	**To retrieve and record information from non-fiction** -Children use skimming and scanning to retrieve and record details from fiction and non-fiction, using evidence and relevant quotations to support responses ***across an entire text.***
Summarise	**To identify the main ideas drawn from more than one paragraph and summarise these.** -Children begin to distinguish between important and unimportant information in a text and synthesise the key points to give a brief verbal summary. Teachers model how to record this.	**To identify the main ideas drawn from more than one paragraph and summarise these.** -Children distinguish between important and unimportant information in a text and synthesise the key points to give a brief verbal summary. ***Children begin to independently record their own brief summary*** ***Children highlighting key information recording it in bullet points, diagrams etc***	**To identify the main ideas drawn from more than one paragraph and summarise these.** -Children summarise information from across a text and make connections by analysing, evaluating and synthesising ideas within a text.	**To identify the main ideas drawn from more than one paragraph and summarise these.** -Children summarise information from across a text and make connections by analysing, evaluating and synthesising ideas from ***within and across texts.***