



Wirksworth Junior School - *READING KEY SKILLS* Progression

READING KEY SKILLS	<i>Lower Key Stage 2</i>		<i>Upper Key Stage 2</i>	
	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<p>DECODING, FLUENCY & VOCABULARY</p>	<ul style="list-style-type: none"> • Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • Apply their growing knowledge of root words and <u>prefixes</u>, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. • Apply their growing knowledge of root words and <u>suffixes</u>/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. • Read all Y1/Y2 common exception words. • To begin to read Y3/Y4 exception words. 	<ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. • To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/ -ency, -able/-ably and -ible/ibly, to read aloud fluently. • To read <u>most</u> Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> • To read fluently with full knowledge of <u>all</u> Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Adapt to different features of language, e.g. dialect, abbreviations, colloquialisms and specialist vocabulary. • Use knowledge of morphology (how words are formed) and etymology (where a word is derived from) to pronounce words correctly, e.g. arachnophobia, audience
	<ul style="list-style-type: none"> • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Understand that narrative and non-fiction books are structured in different ways. • Identify the genre (fiction) or text type (non-fiction) of a text by reading it carefully. • Recognise some different forms of poetry. 	<ul style="list-style-type: none"> • Identify features of different fiction and non-fiction genres, such as explanation, narrative and persuasion. • Identify how structure, language and presentation contribute to meaning. 	<ul style="list-style-type: none"> • Explore the meaning of words in context. • Identify and comment on writers' use of language for effect, e.g., precisely chosen adjectives, similes and personification. • Identify grammatical features of a range of text types - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader 	<ul style="list-style-type: none"> • Use meaning-seeking strategies to explore the meaning of words, idiomatic and figurative language. • Recognise texts that contain features of more than one text type (e.g. persuasive letter) • Identify and evaluate writers' choice of vocabulary (such as figurative language) giving examples and explanation • Identify and explain how writers use grammatical features for effect, e.g., the use of short sentences to build tension. • Know how style and vocabulary are linked to the purpose of the text.



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	<ul style="list-style-type: none"> Use a dictionary to check the meaning of a word I have read. Begin to use METACOGNITIVE strategies during the reading process – plan, monitor, evaluate 	<ul style="list-style-type: none"> Confidently use a dictionary and thesaurus to explore vocabulary – when needed. Confidently apply METACOGNITIVE strategies to the reading process. 		
SUMMARISING & RETRIEVAL	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related (Y2) Answer retrieval questions about a fiction/non-fiction text by locating the key points needed. Identify main ideas drawn from more than one paragraph and briefly summarise these (non-fiction). 	<ul style="list-style-type: none"> Locate information using skimming to establish the main idea AND scanning to find specific information. Use a range of organisational features in non-fiction texts to retrieve and record information, e.g. charts, labels, indexes, diagrams and graphs. Identify main ideas drawn from more than one paragraph and accurately summarise these in bullet points or full sentences. 	<ul style="list-style-type: none"> Locate information using skimming, scanning and highlighting (in fiction and non-fiction). Make notes from text marking. Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts. Identify the purpose of specific parts of non-fiction texts and their layout (including charts, tables and diagrams) and evaluate how effective they are. Summarise the main ideas drawn from more than one paragraph, referring to key details. 	<ul style="list-style-type: none"> Retrieve, record and present information from fiction and non-fiction texts. Prepare for factual research, considering what is known already and what I need to find out Text mark to make research efficient and fast. Draw out key information and summarise the main ideas in a text.
	<ul style="list-style-type: none"> Use graphic organisers to sequence and describe events (e.g. flow map, bubble map). 			
INFERENCE	<ul style="list-style-type: none"> I can recognise the use and effect of patterned language in text (e.g. alliteration, repetition). Discuss authors' choice of words and phrases for effect. Comment on the choice of language to create moods and build tension. 	<ul style="list-style-type: none"> Discuss words and phrases that capture the reader's interest and imagination. Find and comment on examples of how authors express different moods, feelings and attitudes. Know how suspense is built up in a story, including the development of the plot. 	<ul style="list-style-type: none"> Discuss vocabulary used by the author to create effect including figurative language. Evaluate the use of authors' language and explain how it has created an impact on the reader. Talk about the author's techniques for describing characters, settings and actions. 	<ul style="list-style-type: none"> Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. Evaluate how effectively texts are structured and laid out.
PREDICTION	<ul style="list-style-type: none"> Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Predict what might happen next, justifying with evidence from the text. Understand what the writer might be thinking. 	<ul style="list-style-type: none"> Draw inferences from characters' feelings, thoughts and motives. Use clues from the text (action, dialogue and description) to infer meaning. Justify predictions with evidence from the text and knowledge of wider reading. 	<ul style="list-style-type: none"> Make predictions based on details that are stated and implied, justifying them in detail with evidence from the text. 	<ul style="list-style-type: none"> Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect clues.



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				<ul style="list-style-type: none"> Use detailed knowledge of text types to make reasoned predictions.
	<ul style="list-style-type: none"> Begin to use APE (Answer, Prove, Explain) to support predictions and inferences. 		<ul style="list-style-type: none"> Independently use APE to support predictions and inferences. 	
<p>EXPLAINING Making connections, comparing & contrasting)</p>	<ul style="list-style-type: none"> Start to recognise some features of the text that relate it to its historical, cultural or social background (basic themes). Put myself in a character's shoes (empathise). Begin to identify and comment on different points of view in the text. Make connections between books by the same author. 	<ul style="list-style-type: none"> Identify key themes in a range of texts. Understand how the author wants the reader to think and respond. Make connections with prior knowledge and experience. Compare the openings of a particular text with the beginnings of other texts read recently. 	<ul style="list-style-type: none"> Talk about themes in a story and recognise thematic links with other texts. Recognise different points of view within and across texts. Tell the difference between fact and opinion in a text I am reading. Compare, contrast and evaluate different texts, and parts of texts. 	<ul style="list-style-type: none"> Recognise more complex themes in what I read (such as loss or heroism). Identify and comment on explicit and implicit points of view. Understand that texts reflect the time and culture in which they were written. Distinguish independently between statements of fact and opinion, providing reasoned justifications for my views. Make connections between other similar texts, prior knowledge and experience and explain the links. Make comparisons within and across texts (e.g. character types; evaluating how writers treat the same information).
			<ul style="list-style-type: none"> Use graphic organisers for different purposes, such as cause/effect (multi-flow map), links between characters and themes (double bubble). 	
<p>QUESTIONING commenting & reading for pleasure</p>	<ul style="list-style-type: none"> Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Explain and discuss my understanding of a range of texts that I have read both aloud and independently. Ask some relevant questions to improve my understanding of a text, using Bloom's question stems. Evaluate specific texts with reference to text types. 	<ul style="list-style-type: none"> Share my own views of a text and justify my view with clear reasons. Discuss and compare texts from a wide variety of genres and writers. Read for a range of purposes. Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices). Participate in discussions about books I have listened to or read independently, building on my own 	<ul style="list-style-type: none"> Read and become familiar with a wide range of genres (e.g. myths and legends, traditional tales), identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. Recognise ways in which writers present points of view in a text, and explain the effect of this. Present a personal point of view based on what has been read, and 	<ul style="list-style-type: none"> Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Explain and discuss my understanding of what I have read (including my personal point of view), including through formal presentations and debates. Respond critically to issues raised in stories, explore alternative



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	<ul style="list-style-type: none"> Use appropriate terminology when discussing texts (plot, character, setting). 	<p>and others' ideas and challenging views courteously.</p>	<p>provide reasoned justifications for my views.</p> <ul style="list-style-type: none"> Discuss complex narrative plots. 	<p>courses of action and evaluate the author's solution.</p>
	<ul style="list-style-type: none"> Recommend books that I have read, to my peers, giving reasons for my choices (BOOK PRESENTATIONS). Ask some relevant questions to improve my understanding of a text, using Bloom's question stems. 		<ul style="list-style-type: none"> Recommend books that I have read, to my peers, creating visual aids to support my presentation (BOOK PRESENTATIONS). Ask a range of relevant questions, using Bloom's question stems, to deepen my understanding of a text. 	
<p>POETRY AND PERFORMANCE</p>	<ul style="list-style-type: none"> Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. Begin to use appropriate intonation and volume when reading aloud. 	<ul style="list-style-type: none"> Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. 	<ul style="list-style-type: none"> Continually show an awareness of audience when reading out loud using intonation, tone, volume and action. 	<ul style="list-style-type: none"> Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
	<ul style="list-style-type: none"> Retell some of the stories that I am familiar with orally through Talk for Writing. 		<ul style="list-style-type: none"> Use collaborative skills to create and perform actions for Talk for Writing model texts. 	