



## CURRICULUM PROGRESSION GRID: READING

### UPPER KEY STAGE 2

Inference	Fluency	Prediction	Retrieval	Vocabulary	Summarising
<p><b>NC Link: Years 5 &amp; 6</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>-provide reasoned justifications for their views.</li> </ul>	<p><b>NC Link: Years 5 &amp; 6</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-learn a wider range of poetry by heart.</li> <li>- prepare 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.</li> </ul>	<p><b>NC Link: Years 5 &amp; 6</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-predict what might happen from details stated and implied.</li> <li>-provide reasoned justifications for their views.</li> </ul>	<p><b>NC Link: Years 5 &amp; 6</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-distinguish between statements of fact and opinion.</li> <li>- retrieve, record and present information from non-fiction.</li> <li>-ask questions to improve their understanding.</li> </ul>	<p><b>NC Link: Years 5 &amp; 6</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-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.</li> <li>-check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>-identify how the language contributes to the meaning.</li> <li>-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>	<p><b>NC Link: Years 5 &amp; 6</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>-identify and discuss themes and conventions in and across a wide range of writing.</li> <li>- make comparisons within and across books.</li> <li>-provide reasoned justifications for their views.</li> </ul>
<p><b>Builds On: LKS2:</b> - Children can infer characters' feelings, thoughts and motives, justifying with reference to one point in the text.</p>	<p><b>Builds On: LKS2:</b> - Children can read aloud fluently with accurate tone, volume and intonation.</p>	<p><b>Builds On: LKS2:</b> - Children can use details from the text to form predictions and justify them.</p>	<p><b>Builds On: LKS2:</b> - Children can skim and scan to find and record details from the text.</p>	<p><b>Builds On: LKS2:</b> - Children can apply their knowledge of known words to work out the meanings of unknown words.</p>	<p><b>Builds On: LKS2:</b> - Children can synthesise key events to form a brief summary.</p>

<p><b>Intent (overarching success criteria)</b></p> <ul style="list-style-type: none"> <li>-Children will infer characters' feelings, thoughts and motives.</li> <li>-They will give one or more pieces of evidence to support each point made.</li> <li>- Children will give reasons for each inference.</li> <li>-Children will draw evidence from different places across the text for their reasons and evidence.</li> <li>-Children will compare and contrast character's feelings, thoughts and motives.</li> </ul>	<p><b>Intent (overarching success criteria)</b></p> <ul style="list-style-type: none"> <li>-Children will learn by heart poems, plays and extracts to read aloud.</li> <li>-Children will prepare poems and plays to perform to an audience.</li> <li>- Children will show understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>	<p><b>Intent (overarching success criteria)</b></p> <ul style="list-style-type: none"> <li>-Children make predictions which are supported by one or more relevant piece of evidence.</li> <li>-Children give thoughtful reasons for their predictions.</li> <li>-Children will confirm and modify predictions in light of new information.</li> </ul>	<p><b>Intent (overarching success criteria)</b></p> <ul style="list-style-type: none"> <li>-Children retrieve and record relevant information, from across the text.</li> <li>-Children present and record information from non-fiction texts in different ways.</li> <li>-Children identify facts and opinions within texts and discuss the differences.</li> <li>-Children ask thoughtful and relevant questions to develop a deeper understanding of texts.</li> </ul>	<p><b>Intent (overarching success criteria)</b></p> <ul style="list-style-type: none"> <li>-Children use the context to read around words and work out new meanings.</li> <li>-Children discuss and explore the effectiveness of figurative language.</li> <li>-They find and discuss synonyms and antonyms to help develop a wide vocabulary.</li> <li>-They use their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words.</li> <li>-They explore the etymology of words to develop a wide vocabulary.</li> </ul>	<p><b>Intent (overarching success criteria)</b></p> <ul style="list-style-type: none"> <li>-Children write concise summaries using relevant, important information from across a text.</li> <li>-They use one or more key details from the text to support each idea.</li> <li>-Children compare books on similar themes or by the same author.</li> <li>- They make connections within and between texts by analysing and evaluating themes.</li> <li>-They then will write relevant, concise summaries comparing and contrasting the themes, connections or ideas.</li> </ul>
<p><b>Vocabulary:</b>  infer/ inference  why  feelings  thoughts  motives  justify  explain  reasons  evidence  compare  contrast  I know this because...  In the text it says...  This suggests...because..  This means...because...  The evidence suggests..</p>	<p><b>Vocabulary:</b>  fluent  flow  re-read  tone  volume  intonation  expression  accurate/cy  meaning  understanding  clarity</p>	<p><b>Vocabulary:</b>  predict  prediction  justify  reasons  compare  evidence  support  relevant  modify  confirm  My prediction is confirmed because..  I am going to modify my prediction because...</p>	<p><b>Vocabulary:</b>  find  copy  explain  fact  opinion  skim  scan  record  retrieve  relevant  present  evidence  quote/quotation</p>	<p><b>Vocabulary:</b>  word  meaning  root  prefix  suffix  definition  synonym  antonym  etymology</p>	<p><b>Vocabulary:</b>  key events  summarise/summary  concise  important/unimportant  themes  connections  relevant  links  compare  contrast</p>



