

CURRICULUM PROGRESSION GRID: READING

LOWER KEY STAGE 2

Vocabulary – Draw upon knowledge of vocabulary in order to understand the text.	Inference – Make inferences from the text	Prediction – Predict what you think will happen based on the information that you have been given.	Explanation – Explain your preferences, thoughts and opinions about the text.	Retrieval – Identify the key features of fiction and non-fiction texts such as: characters, events, titles and information.	Summarise – Sequence the key events in the story.	Fluency – Read automatically with accuracy, expression and flow.
<p>NC Link:</p> <p>Year 3 & 4 Pupils should be taught to:</p> <ul style="list-style-type: none"> -apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. -use dictionaries to check the meaning of words that they have read. -discuss words and phrases that capture the reader’s interest and imagination. - explain the meaning of words in context. 	<p>NC Link:</p> <p>Year 3 & 4 Pupils should be taught to:</p> <ul style="list-style-type: none"> - draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<p>NC Link:</p> <p>Year 3 & 4 Pupils should be taught to:</p> <ul style="list-style-type: none"> -predict what might happen from details stated and implied. 	<p>NC Link:</p> <p>Year 3 & 4 Pupils should be taught to:</p> <ul style="list-style-type: none"> -identify and explain how language, structure, and presentation contribute to meaning. -Identify/explain how information/narrative content is related and contributes to the meaning as a whole. -Identify/explain how meaning is enhanced through choice of words and phrases. -Make comparisons within the text. 	<p>NC Link:</p> <p>Year 3 & 4 Pupils should be taught to:</p> <ul style="list-style-type: none"> -ask questions to improve their understanding of a text. - retrieve and record information from non-fiction. 	<p>NC Link:</p> <p>Year 3 & 4 Pupils should be taught to:</p> <ul style="list-style-type: none"> -identify main ideas drawn from more than one paragraph and summarise these. -identify themes in a wide range of books. 	<p>NC Link:</p> <p>Year 3 & 4 Pupils should be taught to:</p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes to read aloud. -read aloud and to perform, showing understanding through intonation, tone, volume and action - understand what they read in books they can read independently, by checking that the text makes sense to them.

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<p>Builds On: KS1:</p> <p>Children discuss new word meanings and link them to words that they already know, including root words.</p>	<p>Builds On: KS1 :</p> <p>Children make inferences about a characters' feelings using what they say or do to infer more obvious points and begin to pick up on some more subtle references.</p>	<p>Builds On: KS1 :</p> <p>Children use own knowledge, as well as what has happened so far in a story, to make sensible predictions about what could happen next and give explanations of them verbally and in writing.</p>	<p>Builds On: KS1:</p> <p>-Children explain their understanding of books and stories clearly.</p>	<p>Builds On: KS1:</p> <p>Children explain their understanding of what is being read to them and what they have read themselves by answering simple questions about what has just happened verbally, visually and in writing.</p>	<p>Builds On: KS1:</p> <p>Children retell and sequence main events from texts and discuss how the events are related.</p>	<p>Builds On: KS1:</p> <p>Children apply phonic knowledge and skills until they can read most common or familiar words quickly and accurately and automatic decoding is embedded, meaning reading is fluent. Children read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Children re-read books to build up their fluency and confidence.</p>
<p>Intent (overarching success criteria)</p> <p>-Children find the meaning of new words by using the context of the sentence it is in to help them. -They will link new words to other words that they already know. -Children will use their knowledge of prefixes and suffixes to explore the meaning of new words. -They use dictionaries to check meanings of unknown words. -Children will discuss words and phrases that capture their interest and imagination.</p>	<p>Intent (overarching success criteria)</p> <p>-Children will infer characters' feelings, thoughts and motives from their stated actions. -Children will infer from paragraphs or short section of texts. -Children will justify their inferences with reference to a specific point in the text. -Children will track pronouns through a paragraph to ensure coherent connections are made.</p>	<p>Intent (overarching success criteria)</p> <p>-Children use relevant prior knowledge to form predictions. -Children use one relevant detail from the text to help them form and explain each prediction.</p>	<p>Intent (overarching success criteria)</p> <p>-Children will explain how a text is arranged, presented structured or organised. -Children will explain the purpose of text features. -Children will explain changes within texts: of mood and atmosphere. -Children will explain which parts of the texts are the most exciting, interesting, scary, tense, finding words and phrases to support this. -Children will make comparisons within a text.</p>	<p>Intent (overarching success criteria)</p> <p>-Children use skimming and scanning to retrieve and record details from fiction and non-fiction. -Children will navigate increasingly longer texts to retrieve specific information, by scanning for key words and using organisational devices. -Children recognise key vocabulary to help them retrieve relevant information. -Children will ask relevant questions to support and develop their understanding of both fiction and non-fiction texts.</p>	<p>Intent (overarching success criteria)</p> <p>-Children begin to distinguish between important and unimportant information. -Child draw this information from more than one paragraph. -Children will synthesise the key points to give a brief verbal and written summary. -Children will discuss key themes in texts they read.</p>	<p>Intent (overarching success criteria)</p> <p>-Children will use punctuation to cue expression and inflection. - Children use phrase boundaries to pause appropriately. -Children will perform texts, reading them aloud, paying attention to punctuation and phrase boundaries. -They self-correct to ensure their reading makes sense. -They re-read sections for sense and fluency.</p>

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<p>Vocabulary:</p> <p>word meaning root prefix suffix definition dictionary Context Find and highlight/ copy Closest in meaning</p>	<p>Vocabulary:</p> <p>infer why feelings thoughts motives justify explain This suggests.. because.. This tells me that. ..because... This means that... because.. In the text it says...</p>	<p>Vocabulary:</p> <p>predict prediction explain I predict...because... The text says... I think...because... It suggests...because...</p>	<p>Vocabulary:</p> <p>explain why/ why not tell me more (about)... structure purpose Organisation mood/ atmosphere I think... because... They are the same... because... They are different... because... The mood/ atmosphere changes here because...</p>	<p>Vocabulary:</p> <p>find copy explain skim scan record retrieve describe perspective</p>	<p>Vocabulary:</p> <p>re-tell key event/s summarise/ summary important unimportant themes</p>	<p>Vocabulary:</p> <p>fluent/cy flow re-read tone volume intonation expression accurate/cy</p>
<p>Sample question stems:</p> <p>What do the words and suggest about the character, setting and mood? Which word tells you that....? Which keyword tells you about the character/setting/mood? Find one word in the text which means..... Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that</p>	<p>Sample question stems:</p> <p>Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are How can you tell that..... What voice might these characters use? What was thinking when..... Who is telling the story?</p>	<p>Sample question stems:</p> <p>From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</p>	<p>Sample question stems:</p> <p>Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? The mood of the character changes throughout the text. Find and copy the phrases which show this. How does the author engage the reader here? Which section was the most interesting/exciting part?</p>	<p>Sample question stems:</p> <p>How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did...? What happened to...? What does.... do? How is? What can you learn from from this section? Give one example of..... The story is told from whose perspective?</p>	<p>Sample question stems:</p> <p>Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/ end of the story? Summarise this paragraph in one word. In what order do these chapter headings come in the story?</p>	