

Elizabeth Woodville Primary School

Progression in Reading KS2

Word Reading, Comprehension and in KS2

Word Reading and Comprehension

By the beginning of year 3, pupils are able to read books written at an age-appropriate interest level. They can read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They are able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching is directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They also develop their knowledge and skills in reading non-fiction about a wide range of subjects. They learn to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

At this stage, teaching comprehension takes precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they are supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print.

By the beginning of year 5, pupils 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. They are able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, pupils ask for help in determining both the meaning of the word and how to pronounce it correctly.

Pupils are taught to prepare readings, with appropriate intonation to show their understanding, and are able to summarise and present a familiar story in their own words. They read widely and frequently, for pleasure and information. Pupils read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

	Year 3/4	Year 5/6
Word Reading	<p>Pupils are taught to:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1* of the National Curriculum Programme of Study</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word</p>	<p>Pupils are taught to:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1 of the National Programme of Study both to read aloud and to understand the meaning of new words that they meet</p>
	Reading Comprehension	
	<p>Pupils are taught to:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - 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 and reading for a range of purposes - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identifying 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 - Recognising some different forms of poetry [for example, free verse, narrative poetry] - Discussing words and phrases that capture the reader's interest and imagination - Using dictionaries to check the meaning of words that they have read <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising these - Identifying how language, structure, and presentation contribute to meaning - Retrieve and record information from non-fiction - Participate 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. 	<p>Pupils are taught to:</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - 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 - 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 - 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 - Recommending books that they have read to their peers, giving reasons for their choices - Making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none"> - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Retrieve, record and present information from non-fiction - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

		<ul style="list-style-type: none">- Distinguish between statements of fact and opinion- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary- Provide reasoned justifications for their views.