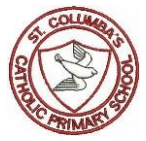




# St. Columba's Catholic Primary School

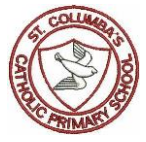


## Reading Whole School Key Strands and Progression KS2

Strand	Year 3		Year 4		Year 5		Year 6	
<b>Spoken Language</b>	Share answers, arguments and opinions.  Make basic predictions.	Share and justify answers, arguments and opinions	Respond to the answers, arguments and opinions of others. Make reasoned predictions.	Use spoken language to imagine and explore ideas.	Use spoken language to speculate, evaluate, hypothesise, imagine and explore ideas, making use of technical vocabulary.	Participate in a range of discussions, presentations, performances and debates.	Gain, maintain and monitor the interest of the listener(s). Ask questions to improve understanding.	Consider and evaluate effectively different viewpoints, attending to and building on the viewpoints of others.
<b>Reading Word Reading</b>	Begin to apply knowledge of root words, prefixes and suffixes when reading aloud.  Read further exemption words.	Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words.	Apply knowledge of root words, prefixes and suffixes to understand the meaning of words  Read further exemption words.	Use elements of words I know to decode new and unfamiliar words e.g. technical, mechanical	Apply knowledge of morphology (roots) and etymology (prefixes and suffixes) to read aloud.	Apply knowledge of morphology (roots) and etymology (prefixes and suffixes) to read new and unfamiliar words, focusing on the meaning and pronunciation of the word	Gain an understanding of new vocabulary by making connections with known vocabulary.	Select and use appropriate registers for effective communication.
	Recognise a range of prefixes, e.g. where the root does not change, 'dis', 'mis', 'in', 're', 'sub', 'inter'. e.g. dismiss, mislead, inactive, refresh, submerge	Recognise an increasing range of prefixes, e.g. super-, anti-, auto, e.g. supermarket, antiseptic, autobiography	Recognise most prefixes.	Recognise that where a word ends in 'e' and suffix begins with a vowel, remove the 'e' first. brave/braver, like/liking	Recognise that where a word ends with a consonant immediately after a vowel and the suffix starts with a vowel.  The final consonant must be doubled first. run/running	Recognise word families based on common words, showing how words are related in both form and meaning, e.g. solve, solution, solve	Retrieve record and present information in a range of different ways	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	Make inferences based on what is being said and done as well as past experiences.	Talk about the way in which different non-fiction books are structured.	Discuss the key features of main genres, story, poetry, recount, explanation etc.	Use a dictionary to check the meaning of words read.	Check that the book makes sense, discuss my understanding and explain the meaning of words in context.	Distinguish between statements of fact and opinion.	Check that a book makes sense by discussing understanding and exploration of the meaning of words in context.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the idea. Use a thesaurus.
<b>Reading Comprehension</b>	Retrieve and record information from nonfiction texts.	Summarise information from fiction and non-fiction texts.	Identify the themes and conventions used in a wide range of books.  Identify main ideas drawn from more than one paragraph and summarise accurately.	Prepare poems and play scripts to read aloud and perform, using intonation, tone, volume and action effectively	Summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas.  Retrieve record and respond to information.	Draw detailed inferences, such as inferring characters' feelings, thoughts and motives for their actions and justify with detailed evidence.	Draw detailed inferences, such as inferring characters' feelings, thoughts and motives for their actions and justify with detailed evidence.	Explain and discuss my understanding of what has read, maintaining a focus on the topic and making notes where necessary.



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	Check that the text makes sense, discuss understanding and explain the meaning of words in context.	Ask questions to improve understanding of the text.	Ask a range of questions to improve understanding of the text.	Draw inferences, such as inferring characters' feelings, thoughts and motives for their actions.	Justify my inferences with evidence and predict what might happen from details stated and implied'  Recommend books read to peers giving reasons for choices	Identify and discuss themes and conventions in and across a wide range of writing'	Make comparisons within and across a wide range of books and distinguish between statements of fact and opinion. Identify and discuss themes and conventions across a wide range of writing.	Explain and discuss understanding of what has been read, including through formal presentations and debates.  Maintain a focus on a topic making use of notes where necessary.
	Discuss words and phrases that capture the reader's interest and imagination.	Take part in discussion about books, taking turns to listen to what others say.	Take part in discussion about books, taking turns to listen and respond to what others say.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books.	Identify how language, structure and presentation contribute to meaning.	Ask questions in order to improve understanding. Provide reasoned justifications to support views with relevant textual reference or quotation.	Take part in discussions about books, building on my own and others' ideas,	Provide reasoned justification of views and challenge the views of others.