



Kingsley Primary School

Reading Knowledge Progression Sheet – KS2

	3	4	5	6
Spoken Language	<ul style="list-style-type: none"> -Listen and respond appropriately to adults and their peers -Ask relevant questions to extend their understanding and knowledge -Use relevant strategies to build their vocabulary -Articulate and justify answers, arguments and opinions -Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments -Use spoken language to develop understanding 	<ul style="list-style-type: none"> -Listen and respond appropriately to adults and their peers -Ask relevant questions to extend their understanding and knowledge -Use relevant strategies to build their vocabulary -Articulate and justify answers, arguments and opinions -Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments -Use spoken language to develop understanding 	<ul style="list-style-type: none"> -Listen and respond appropriately to adults and their peers -Ask relevant questions to extend their understanding and knowledge -Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions -Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments -Use spoken language to develop understanding 	<ul style="list-style-type: none"> -Listen and respond appropriately to adults and their peers -Ask relevant questions to extend their understanding and knowledge -Use relevant strategies to build their vocabulary -Articulate and justify answers, arguments and opinions -Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments -Use spoken language to develop understanding



	<p>through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>-Gain, maintain and monitor the interest of the listener(s)</p> <p>-Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>-Select and use appropriate registers for effective communication</p>	<p>through speculating, hypothesising, imagining and exploring ideas</p> <p>-Speak audibly and fluently with an increasing command of Standard English</p> <p>-Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>-Gain, maintain and monitor the interest of the listener(s)</p> <p>-Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>-Select and use appropriate registers for effective communication</p>	<p>through speculating, hypothesising, imagining and exploring ideas</p> <p>-Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>-Gain, maintain and monitor the interest of the listener(s)</p> <p>-Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>-Select and use appropriate registers for effective communication</p>	<p>through speculating, hypothesising, imagining and exploring ideas</p> <p>-Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>-Gain, maintain and monitor the interest of the listener(s)</p> <p>-Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>-Select and use appropriate registers for effective communication</p>
Reading: Word Reading	<p>-Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in ----- English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>-Read further exception words, noting the unusual</p>	<p>-Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>-Read further exception words, noting the unusual</p>	<p>-Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>-Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>



	correspondences between spelling and sound, and where these occur in the word	correspondences between spelling and sound, and where these occur in the word		
Reading Comprehension <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>	<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 -Using dictionaries to check the meaning of words that they have read 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 	<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 -Using dictionaries to check the meaning of words that they have read 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 	<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 -Recommending books that they have read to their peers, giving reasons for their choices -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 	<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 -Recommending books that they have read to their peers, giving reasons for their choices -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



	<ul style="list-style-type: none"> -Discussing words and phrases that capture the reader's interest and imagination -Recognising some different forms of poetry (for example, free verse, narrative poetry) 	<ul style="list-style-type: none"> -Discussing words and phrases that capture the reader's interest and imagination -Recognising some different forms of poetry (for example, free verse, narrative poetry) 	<ul style="list-style-type: none"> -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. -Learning a wider range of poetry by heart -Making comparisons within and across books 	<ul style="list-style-type: none"> -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. -Learning a wider range of poetry by heart -Making comparisons within and across books
<p>Reading Comprehension <i>Understand what they read, in books they can read independently, by:</i></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 	<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 	<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 -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 	<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 -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



	<ul style="list-style-type: none"> -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 nonfiction -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. 	<ul style="list-style-type: none"> -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 nonfiction -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. 	<ul style="list-style-type: none"> 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 -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 	<ul style="list-style-type: none"> 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 -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
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			on the topic and using notes where necessary -Provide reasoned justifications for their views.	on the topic and using notes where necessary -Provide reasoned justifications for their views.
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