

## **Kingsley Primary School**

## **Reading Knowledge Progression Sheet – KS2**

	3	4	5	6
Spoken Language	-Listen and respond	-Listen and respond	-Listen and respond	-Listen and respond
	appropriately to adults and			
	their peers	their peers	their peers	their peers
	-Ask relevant questions to			
	extend their understanding	extend their understanding	extend their understanding	extend their understanding
	and knowledge	and knowledge	and knowledge	and knowledge
	-Use relevant strategies to			
	build their vocabulary	build their vocabulary	build their vocabulary	build their vocabulary
	-Articulate and justify	-Articulate and justify	Articulate and justify	-Articulate and justify
	answers, arguments and	answers, arguments and	answers, arguments and	answers, arguments and
	opinions	opinions	opinions	opinions
	-Give well-structured	-Give well-structured	-Give well-structured	-Give well-structured
	descriptions, explanations	descriptions, explanations	descriptions, explanations	descriptions, explanations
	and narratives for different			
	purposes, including for	purposes, including for	purposes, including for	purposes, including for
	expressing feelings	expressing feelings	expressing feelings	expressing feelings
	-Maintain attention and	-Maintain attention and	-Maintain attention and	-Maintain attention and
	participate actively in	participate actively in	participate actively in	participate actively in
	collaborative conversations,	collaborative conversations,	collaborative conversations,	collaborative conversations,
	staying on topic and			
	initiating and responding to			
	comments	comments	comments	comments
	-Use spoken language to			
	develop understanding	develop understanding	develop understanding	develop understanding



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



	correspondences between	correspondences between		
	spelling and sound, and	spelling and sound, and		
	where these occur in the	where these occur in the		
	word	word		
Reading Comprehension	-Listening to and discussing	Listening to and discussing a	-Continuing to read and	-Continuing to read and
Develop pleasure in reading,	a wide range of fiction,	wide range of fiction,	discuss an increasingly wide	discuss an increasingly wide
motivation to read, vocabulary and	poetry, plays, non-fiction	poetry, plays, non-fiction	range of fiction, poetry,	range of fiction, poetry,
understanding by:	and reference books or	and reference books or	plays, non-fiction and	plays, non-fiction and
	textbooks	textbooks	reference books or	reference books or
	-Reading books that are	-Reading books that are	textbooks	textbooks
	structured in different ways	structured in different ways	-Reading books that are	-Reading books that are
	and reading for a range of	and reading for a range of	structured in different ways	structured in different ways
	purposes	purposes	and reading for a range of	and reading for a range of
	-Using dictionaries to check	-Using dictionaries to check	purposes	purposes
	the meaning of words that	the meaning of words that	-Recommending books that	-Recommending books that
	they have read	they have read	they have read to their	they have read to their
	Increasing their familiarity	Increasing their familiarity	peers, giving reasons for	peers, giving reasons for
	with a wide range of books,	with a wide range of books,	their choices	their choices
	including fairy stories, myths	including fairy stories, myths	-Increasing their familiarity	-Increasing their familiarity
	and legends, and retelling	and legends, and retelling	with a wide range of books,	with a wide range of books,
	some of these orally	some of these orally	including myths, legends	including myths, legends
	Identifying themes and	Identifying themes and	and traditional stories,	and traditional stories,
	conventions in a wide range	conventions in a wide range	modern fiction, fiction from	modern fiction, fiction from
	of books	of books	our literary heritage, and	our literary heritage, and
	-Preparing poems and play	-Preparing poems and play	books from other cultures	books from other cultures
	scripts to read aloud and to	scripts to read aloud and to	and traditions	and traditions
	perform, showing	perform, showing	-Identifying and discussing	-Identifying and discussing
	understanding through	understanding through	themes and conventions in	themes and conventions in
	intonation, tone, volume	intonation, tone, volume	and across a wide range of	and across a wide range of
	and action	and action	writing	writing



	Diagrapia a consulta a	Diagonalia a consula a and	Dunandan and de-	Dunandan and the
	-Discussing words and	-Discussing words and	-Preparing poems and plays	-Preparing poems and plays
	phrases that capture the	phrases that capture the	to read aloud and to	to read aloud and to
	reader's interest and	reader's interest and	perform, showing	perform, showing
	imagination	imagination	understanding through	understanding through
	-Recognising some different	-Recognising some different	intonation, tone and volume	intonation, tone and volume
	forms of poetry	forms of poetry	so that the meaning is clear	so that the meaning is clear
	(for example, free verse,	(for example, free verse,	to an audience.	to an audience.
	narrative poetry)	narrative poetry)	-Learning a wider range of	-Learning a wider range of
			poetry by heart	poetry by heart
			-Making comparisons within	-Making comparisons within
			and across books	and across books
Reading Comprehension	-Checking that the text	-Checking that the text	-Checking that the text	-Checking that the text
Understand what they read, in	makes sense to them,	makes sense to them,	makes sense to them,	makes sense to them,
books they can read	discussing their	discussing their	discussing their	discussing their
independently, by:	understanding and	understanding and	understanding and	understanding and
	explaining the meaning of	explaining the meaning of	explaining the meaning of	explaining the meaning of
	words in context	words in context	words in context	words in context
	-Asking questions to	-Asking questions to	-Asking questions to	-Asking questions to
	improve their understanding	improve their understanding	improve their understanding	improve their understanding
	of a text	of a text	-Drawing inferences such as	-Drawing inferences such as
	-Drawing inferences such as	-Drawing inferences such as	inferring	inferring
	inferring	inferring	characters' feelings,	characters' feelings,
	characters' feelings,	characters' feelings,	thoughts and motives from	thoughts and motives from
	thoughts and motives from	thoughts and motives from	their actions, and justifying	their actions, and justifying
	their actions, and justifying	their actions, and justifying	inferences with evidence	inferences with evidence
	inferences with evidence	inferences with evidence	-Predicting what might	-Predicting what might
	-Predicting what might	-Predicting what might	happen from details stated	happen from details stated
	happen from details stated	happen from details stated	and implied	and implied
	and implied	and implied	-Summarising the main	-Summarising the main
		·	ideas drawn from more than	ideas drawn from more than



-Identifying main ideas -Identifying main ideas one paragraph, identifying one paragraph, identifying drawn from more than one drawn from more than one key details that support the key details that support the paragraph and summarising main ideas main ideas paragraph and summarising -Identifying how language, -Identifying how language, these these -Identifying how language, -Identifying how language, structure and presentation structure and presentation contribute to meaning contribute to meaning structure, and presentation structure, and presentation contribute to meaning contribute to meaning -Retrieve, record and -Retrieve, record and -Retrieve and record -Retrieve and record present information from present information from information from nonfiction information from nonfiction non-fiction non-fiction -Participate in discussion -Participate in discussion -Participate in discussions -Participate in discussions about both books that are about both books that are about books that are read to about books that are read to them and those they can read to them and those they read to them and those they them and those they can can read for themselves, can read for themselves, read for themselves, read for themselves, taking turns and listening to taking turns and listening to building on their own and building on their own and what others say. what others say. others' ideas and others' ideas and challenging views challenging views courteously courteously -Discuss and evaluate how -Discuss and evaluate how authors use language, authors use language, including figurative including figurative language, considering the language, considering the impact on the reader impact on the reader -Distinguish between -Distinguish between statements of fact and statements of fact and opinion opinion -Explain and discuss their -Explain and discuss their understanding of what they understanding of what they have read, including through have read, including through formal presentations and formal presentations and

debates, maintaining a focus

debates, maintaining a focus



	on the topic and using notes	on the topic and using notes
	where necessary	where necessary
	-Provide reasoned	-Provide reasoned
	justifications for their views.	justifications for their views.