

Goose Green Reading Progression (KS2)

Strand	Year 3	Year 4	Year 5	Year 6
Reading: applying phonics	<p>Applies knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>Know that some words may have a similar pronunciation but may be written differently and some are unusual</p>	<p>Children use prefixes and suffixes to help them understand the meaning of unfamiliar words</p> <p>They apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words</p> <p>They know that many words may have a similar pronunciation but may be written differently and some of them are unusual</p>	<p>Pupils apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>They begin to read further exception words</p>	<p>Pupils apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>They read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>
Reading for pleasure: fiction	<p>Children talk about the different plot structures in genres read</p> <p>Know that writers choose words and language to create an effect on the reader</p> <p>Children find effective words and language in reading that writers have used to create effects</p> <p>They discuss a range of narrative stories and their similarities and differences</p> <p>Children re-tell some of the stories written by the same author by heart.</p> <p>Pupils participate in discussion about books that are read to them and those they read for themselves, taking turns and listening to what others say</p>	<p>Pupils discuss the range of narrative stories introduced so far and consider differences and similarities</p> <p>Children identify words and language that show the setting of a book – historical, cultural or social</p> <p>They find words and language in their reading that writers have used to show atmosphere, mood or feelings</p> <p>Pupils identify different openings in different books and compare different story openings</p> <p>They participate in discussions about both books that are read to them and those they read for themselves, taking turns and listening to what others say</p>	<p>Children discuss and explain how and why different books have different structures</p> <p>Pupils understand that a writer moves events forward through a balance of dialogue, action and description</p> <p>They record effective words and language from reading to use in their own writing</p> <p>Children can explore the language, structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.</p> <p>Pupils discuss what they read and hear using technical vocabulary including: metaphor, simile and imagery</p> <p>They participate in discussions about books that are read to them and those they read for themselves, building on their own and others' ideas and challenging views courteously</p>	<p>Pupils are familiar with a wide range of narrative genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</p> <p>Children recommend a book to their peers, justifying their reasons by commenting on language, themes and conventions</p> <p>They can explain how the techniques used create feelings, atmosphere, mood or messages</p> <p>Children participate in discussions about books that are read to them and those they read for themselves, building on my own and others' ideas and challenging views courteously</p>

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Reading for pleasure: poetry and performance	<p>Pupils understand that there can be more than one interpretation of a poem</p> <p>They understand that the meaning of poems can be enhanced through performance</p> <p>Children watch performances of poems and form opinions</p> <p>Pupils are able to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Children explain the effect of patterned language in poems and why a poet might use it</p> <p>They prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Pupils learn a wider range of poetry by heart</p> <p>Children prepare 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</p>	<p>Pupils learn a wider range of poetry by heart</p> <p>Children prepare 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</p>
Reading for pleasure: non-fiction	<p>Children ask questions to deepen their understanding of a text</p> <p>Identifies the main idea of a text</p> <p>They know that the organisation and layout of a book helps me to understand it</p> <p>Pupils know how to find key words or information in a non-fiction text</p>	<p>Pupils find the specific information needed in a book</p> <p>They navigate a non-fiction book to find identified information</p> <p>Children discuss the meaning of unfamiliar words identified</p> <p>They choose a specific non-fiction book for a specific purpose</p>	<p>Pupils evaluate the usefulness of a non-fiction book to research questions raised</p> <p>Children can explain how the structure of non-fiction texts guides the reader to find specific information</p>	<p>Pupils explain how the choices a writer has made about the structure of a text support its purpose</p> <p>They understand that non-fiction texts may present the same information with different viewpoints</p> <p>Children evaluate the usefulness of different non-fiction texts by comparing how different writers present the same information</p> <p>They know that non-fiction texts may include a creative, fictional element</p>
Comprehension: Vocabulary	<p>Identifies any words that are unfamiliar and discuss the meaning of these words</p> <p>Pupils use the context of unfamiliar words to explain their meaning</p> <p>Pupils use a dictionary to check or find the meaning of new words</p>	<p>Pupils actively seek the meaning of any words or language not understood</p> <p>They check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries</p> <p>Children record words and language from their reading to use in their own writing</p>	<p>Pupils understand that writers use language for precise effect</p> <p>They understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc</p>	<p>Pupils know that the word and language choices support the writer's purpose</p> <p>Children record examples of words and language (including figurative) from reading to use in their own writing</p>

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			Children explore meaning – seeking strategies to understand the meaning of idiomatic and figurative language	Pupils explore meaning – seeking strategies to understand the meaning of idiomatic and figurative language
Comprehension: Infer	<p>Children infer characters' feelings, thoughts and motives from their actions</p> <p>They use evidence from the text to support my response</p> <p>Pupils discuss the meaning of specific or unusual words used by authors to create effects</p> <p>Pupils explain why a writer has chosen specific words and language</p> <p>They recognise words and language that show the setting of a book – historical, cultural or social</p>	<p>Pupils explain how a writer uses words and language to show the setting of a book</p> <p>They explain how the words and language used show atmosphere, mood or feelings</p> <p>Children explain why a writer has chosen specific words and language to create mood, atmosphere or feelings</p> <p>They infer meaning using evidence from events, description and dialogue</p> <p>Pupils ask questions to deepen understanding of a text – between and beyond the lines</p> <p>They understand why a character acted, responded or felt in a certain way</p>	<p>Pupils draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text</p> <p>Children justify inferences with evidence from the text</p> <p>They know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react</p> <p>Pupils explain the writer's viewpoint with evidence from the text</p>	<p>Pupils find the different layers of meaning in a text</p> <p>Children explain how these layers contribute to the reader's understanding of the overall meaning, characters, and themes</p> <p>They explain how the techniques used create feelings, atmosphere, mood or messages</p> <p>Children know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react</p>
Comprehension: Predict	Children use clues from the text to predict what might happen next and give reasons for these predictions	Pupils make predictions based on the text and from knowledge from other books	Children make predictions from evidence found and implied	<p>Pupils make predictions using knowledge of the conventions of different genres and text types</p> <p>They make predictions from evidence found and implied</p>
Comprehension: Explain	<p>Children talk about the different plot structures in genres read</p> <p>Pupils discuss a range of narrative stories and their similarities and differences</p> <p>They explain why a writer makes choices about words and language used</p>	<p>Children explain how the writer made sure of the reader's response, using evidence from the text</p> <p>They explain why the evidence shows what the theme is</p>	<p>Pupils explain why they enjoyed a book or poem and make recommendations</p> <p>Children explain how the context of a text reflects the reaction of the audience it was written for</p>	<p>Children can communicate why they enjoyed a book or poem and make recommendations</p> <p>Pupils explain the characteristics of a writer's style, using evidence</p>

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	<p>Children can explain their personal response to a text</p> <p>They explain how the organisation and layout helps them to understand a text</p>	<p>Children make connections between books with similar themes</p>	<p>They explain the similarities and differences between different versions of texts</p> <p>Children explain how books written in different contexts can have similar themes</p> <p>Pupils explain the reasons for their viewpoint, using evidence from the text</p>	<p>They explain how the word and language choices support the writer's purpose, using evidence</p> <p>Children explain how the techniques and structures used support the writer's purpose, using evidence</p> <p>They explain how the context of a text reflects the reaction of the audience it was written for</p> <p>Children explain the similarities and differences between different versions of texts</p> <p>Pupils explain how there are common themes in different books, using evidence from reading</p>
<p>Comprehension: Retrieve</p>	<p>Pupils identify the plot in a narrative</p> <p>They find effective words and language in reading that writers have used to create effects</p> <p>Children record key words or information found in a non-fiction text</p> <p>They identify the organisation and layout in books</p>	<p>Pupils find words and language in their reading that writers have used to show atmosphere, mood or feelings</p> <p>They know where to find the specific information needed in their book</p> <p>Children know how to use a non-fiction book to find identified information</p>	<p>Pupils can record examples of effective techniques and structures from reading to use in their writing</p> <p>Children use skimming and scanning to find the information they need</p> <p>They identify the writer's viewpoint, for example, how different characters are presented</p> <p>They find examples of fact and opinion in texts and explain why one is fact and the other opinion</p>	<p>Pupils find key information from different parts of the text</p> <p>They identify the elements included in a text type</p> <p>Children identify the characteristics of a writer's style</p> <p>They identify the writer's viewpoint, for example, how different characters are presented</p> <p>Children find examples of fact and opinion in texts</p> <p>Pupils use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts</p>

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Comprehension: Summarise	<p>Pupils make connections between books written by the same author</p> <p>They identify the main idea/s of a text</p> <p>Children know that the main idea in a narrative may also have a message for the reader</p>	<p>Pupils identify the main idea/s of a text</p> <p>Children identify the main idea in paragraphs in a text</p> <p>They summarise the main idea of a text in a sentence</p>	<p>Pupils summarise key information from different parts of the text</p> <p>Children make notes on the information required</p> <p>They organise their notes and present an oral overview or summary of a text</p>	<p>Children summarise the main ideas drawn from a text</p> <p>Pupils summarise key information from different parts of the text</p> <p>They present an oral overview or summary of a text</p>