NJA Reading Skills Progression

NC - Year 3 and 4	NC - Year 5 and 6
By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to 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 should be 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 should be 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 should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning 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 should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme English – key stages 1 and 2 of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing what they are learning and to develop their wider skills in spoken language form part of this programme of study.	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 should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. 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. 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 KS2 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.

KS2 Test Domain	3	4	5	6
WORD READING				
2a give / explain the meaning of words in context	• I can read further exception words including words that do not follow spelling patterns.	• I can read and decode further exception words accurately, including words that do not follow spelling patterns.	• I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.	• I can read aloud and understand the meaning of the words on the Year 5/6 list.
	• I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words.	• I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help me understand the meaning of new words. • I can use etymology (origin and history of words) and morphology (structure of words) to help me read aloud words I am unsure about.		
	• I can start to use dictionaries and thesauruses to explore word meaning.	• I can use a dictionary to check the meaning of words.		
COMPREHENSION				
READING FOR PLEASURE AND FOR AN AUDIENCE	• I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work. • I can show that I enjoy reading by reading lots of different types of books. • I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others. • I can exercise choice when selecting books and explain my decisions.	• I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • I can show that I enjoy reading by reading lots of different types of books and for different reasons. • I can read a wide range of books, fairy stories, myths and legends and retell some of them to others. • I can exercise choice when selecting books, and consider different authors and genres.	• I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions. • I can write or give a detailed book review including reasons why I would recommend the book.	• I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions. • I can read, enjoy, understand and discuss books that are written by different authors, in different styles. • I can read books that are structured in different ways for different purposes e.g. for fun or research. • I can read whole books, including novels, with confidence.
	• I can read aloud poems and perform play scripts. • I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.	• I can read aloud a range of texts and show my understanding using the tone and volume of my voice and actions.	• I can prepare poems and plays to read aloud and to perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear. • I can perform my own compositions, using appropriate intonation, volume and movement so that the meaning is clear.	• I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart. • I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.
2b - retrieve and record information / identify key details from fiction and non-fiction	• I can use non-fiction texts to find out information on a subject. • I can locate the contents pages and indexes in a non-fiction book and talk about their role.	• I can find and record information from non-fiction texts over a wide range of subjects. • I can quickly use contents pages and indexes to find information.	I can find and write down facts and information from non-fiction texts.	
2c - summarise main ideas from more than one paragraph	• I can tell someone about the main ideas in a paragraph.	• I can summarise what has happened in a text, using themes from paragraphs to help me.	• I can tell the difference between statements of fact and opinion.	• I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.
2d - make inferences from the text / explain and justify inferences with evidence from the text	• I can work out what a character in a book is feeling by the actions they take and can explain how I know.	• I can tell from what I have read how a character is feeling and thinking and why they take an action (motives). I can show you the parts of the text that tell me this.	• I can explain characters' feelings, thoughts or reasons for their actions. • I can explain my thoughts with evidence from the text.	• I can fully explain my views with reasons and evidence from the text.
2e - predict what might happen from details stated and implied	• I can predict what might happen from clues in what I have read.	• I can identify themes and conventions in a wide range of books. • I can predict what will happen in a text using details I have already read to help me.	• I can predict what might happen in increasingly complex texts by using evidence from the text.	
2f - identify / explain how information / narrative content is related and contributes to meaning as a whole	• I can **understand what I have read**, checking that it makes sense by talking to others about it. • I can tell you what a book that I am reading is about.	• I can check what I have read, and that I have understood it, by telling someone else what has happened.	• I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	• I can show my understanding of texts and poems through presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.
	• I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.	• I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning. • I can recognise conventions in different types of writing (e.g. greetings in letters, numbering and heading in instructions).	• I can understand what I am reading by checking the book makes sense and finding the meaning of words from the context.	• I can understand how language, structure and presentation contribute to meaning of a text. • I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.
	• I can identify words or sentences within a paragraph that I do not fully understand. • I can ask questions about the texts that I have read to help me understand them.	• I can ask questions about what I have read to help me understand a complicated text. • I can ask reasoned questions to improve my understanding of a text.	• I can ask sensible and interesting questions about the texts to help me understand them more. I can ask questions to improve my understanding.	
2g - identify / explain how meaning is enhanced through choice of words and phrases	• I can discuss words in the books that I read that excite me. • I can identify repetition, similes and alliteration.	• I can discuss words and phrases that excite me in the books that I read and those that capture the readers interest. • I can explain why the author has used repetition, similes or alliteration.	• I can talk about how authors use language, including figurative language, and the impact it has on the reader (covered in Year 6) and find examples in the text.	• I can understand how language, structure and presentation contribute to meaning of a text. • I can talk about how authors use language, including figurative language, and the impact it has on the reader.
2h - make comparisons within the text	• I can identify and compare characters and themes within a text and in a range of books. • I can talk about books and poems and I can take turns in telling people about them.	• I can identify and compare themes, characters, events and plots in a range of books. • I can join in a clear reasoned discussion about books and poem I have read, taking turns and listening to others. • I can discuss different types of poetry e.g. free verse and narrative poetry.	• I can discuss and compare events, issues and characters within a book and within plots of stories, poems and information texts. • I can listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • I can participate in discussion about books that are read to me and those that I can read, building on my own and other's ideas and challenging views courteously.	• I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing. • I can discuss and compare themes, structures, issues, characters and plots within a book and between different books • I can participate in discussion about books that are read to me and those that I can read, building on my own and other's ideas and challenging views courteously and with clear reasoning.