



Reading UKS2 – Progression Plan

	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Decoding	With support, apply knowledge of root words, prefixes and suffixes when reading aloud and beginning to make sense of new words in context when reading age appropriate texts.	Read aloud and understand new words in context, applying a growing knowledge of root words, prefixes and suffixes across a wide range of age appropriate texts.	Read aloud and understand new words in context , applying a growing knowledge of root words, prefixes and suffixes, across a wide range of age appropriate texts. Decode most new words outside spoken vocabulary making a good attempt at their pronunciation. *Range of suffixes and prefixes outlines in English Appendix 1&2	Use knowledge of a wider range of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them when reading age appropriate texts.	Use knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency when reading age appropriate texts.	Use knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the context of what is read when reading age appropriate texts. *Range of suffixes and prefixes outlines in English Appendix 1&2
Range of Reading	Read and give opinions on a wide range of fiction and non-fiction.	Read and give opinions on a wide range of fiction and non-fiction. With support, participate in discussion about a wide range of texts drawing on reading to back up opinions.	Read and give opinions on a wide range of fiction and non-fiction. Can sometimes participate independently a discussion about a wide range of texts, uses the text to support opinion or look up answers. Has developed a personal preference for particular authors.	Read and give opinions on a wide range of fiction and non-fiction. Can participate independently a discussion about a wide range of texts and back up questions with answers. Has developed a personal	Read and give opinions on a wide range of fiction and non-fiction. Can participate independently a discussion about a wide range of texts. Has developed a personal preference for particular authors, comparing	Participate in discussion about a widening range of longer and more challenging fiction, poetry, plays and reference books; expressing view and personal preferences about authors, poets and genres, justifying them by reference to the text drawing on and

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				preference for particular authors.	key texts from the author.	comparing and contrasting examples.
Familiarity with text	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	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.	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.	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	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.	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.
Poetry and Performance	Reading a wide range of poetry and preparing their own poems and plays to perform.	Reading a wide range of poetry and preparing their own poems and plays to read aloud and to perform, delivering a clear meaning when reading.	Reading a wide range of poetry and preparing their own poems and plays to read aloud and to perform, delivering a clear meaning when reading, adding volume where appropriate.	Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, delivering a clear meaning when reading, adding tone and volume where appropriate	Learning a wider range of poetry by heart 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 preparing poems and plays to read aloud and to perform, confident understanding of performance through intonation, tone and volume so that the meaning is clear to an audience.
Word meanings	Using dictionaries to check the meaning of words that they have read. Use the	Using dictionaries to check the meaning of words that they have read. Use the first 3	Using dictionaries to check the meaning of words that they have read. Use the first 3	Using dictionaries to check the meaning of words that they have	Using dictionaries to check the meaning of words that they	Using dictionaries to check the meaning of words that they have

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	first 3 words to check spelling of words.	words to check spelling of words.	words to check spelling of words.	read quickly and precisely.	have read quickly and precisely.	read quickly and precisely.
Understanding	With support, when reading an age appropriate book independently, can sometimes identify the main ideas across a paragraph using their own vocabulary.	With support, when reading an age appropriate book independently, identify the main ideas across a paragraph using their own vocabulary.	When reading an age appropriate book independently, almost always identify the main ideas across a paragraph using their own vocabulary.	With support, when reading an age-appropriate books independently, recognise the main ideas across paragraphs and can identify main ideas in chapter.	With support, when reading an age-appropriate books independently, recognise the main ideas in paragraphs and can sometimes summaries the content of these succinctly.	When reading an age-appropriate books independently, identify the main ideas in paragraphs and can usually provide a succinct summary, paraphrasing main ideas.
Inference	With support, draw inferences from their independent reading of age-appropriate texts and explaining thinking sometimes using the text to support their opinions.	With support, draw inferences from their independent reading of age-appropriate texts and explaining thinking sometimes using the text to support their opinions.	Draw inferences from their independent reading of age-appropriate texts and explaining thinking sometimes using the text to support their opinions.	Usually interpret text literally but is beginning, with support, to draw inferences from their independent reading of age-appropriate texts and sometimes returns to a single point in the text to support opinions.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and can explain their thinking, can sometimes use the text as support.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and explains thinking, returning to the text to support opinions.
Prediction	Sometimes reads between the lines when independently reading a text and draw on experience of similar texts to predict what might happened from details stated by the author.	Usually read between the lines when independently reading a text and draw on experience of similar texts to predict what might happened from details stated by the author.	Read between the lines when independently reading a text and draw on experience of similar texts to predict what might happened from details stated by the author.	With support, use the text to predict what might happen next related to what has previously happened in the text, both stated and implied.	Uses the text to predict what might happen next from details stated backing up with evidence from the text. Sometimes able to use implied details.	Uses the text to predict what might happen next from details stated backing up with evidence from the text. Confidently able to use implied details.
Authorial Intent	With support, identify language, including	Developing the ability to identify language,	Identify language, including figurative	With support identify language, including	Usually identify language, including	Identify language, including figurative

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	figurative language in age-appropriate texts that the writer has used for impact.	including figurative language in age-appropriate texts that the writer has used for impact.	language in age-appropriate texts that the writer has used for impact and can discuss the language used and discusses impact on the reader.	figurative language in age-appropriate text the writer has chosen for impact, and sometimes discuss and evaluate the impact on them as a reader.	figurative language in age-appropriate texts the write has chosen for impact, and usually discuss and evaluate the impact on them as a reader.	language in age-appropriate texts the write has chosen for impact, and sometimes discuss and can confidently impact on them as a reader.
Non fiction	With support retrieves and record direction information from a non-fiction text. Understand the use of presentational devices.	Beginning to retrieve and record direction information from a non-fiction text. Understand the use of presentational devices to support understanding.	Can confidently retrieve and record direction information from a non-fiction text. Understand the use of presentational devices to support understanding. Beginning to understand and identify fact and opinion.	Sometimes, in reading age appropriate texts, distinguish opinions and assertions from facts, questioning within a text or in footnotes and references.	Usually, in reading age appropriate texts, distinguish opinions and assertions from facts, questioning what they have read and looking for evidence to support questions within a text or in footnotes or references.	Distinguish opinions and assertions from facts, question what they read and looking for evidence to support the questions with a text or in footnotes and references.
Discussing Reading	Recommending books that they have read to their peers, giving reasons for their choices. Explain and discuss their understanding of what they have read, through presentations and debates.	Recommending books that they have read to their peers, giving reasons for their choices . Explain and discuss their understanding of what they have read, through presentations and debates. Provide reasoned justifications for their views.	Recommending books that they have read to their peers, giving reasons for their choices. Explain and discuss their understanding of what they have read, through presentations and debates. Provide reasoned justifications for their views. Participate in discussions about books and starting	Recommending books that they have read to their peers, giving reasons for their choices. Explain and discuss their understanding of what they have read, through presentations and debates. Provide reasoned justifications for their views.	Recommending books that they have read to their peers, giving reasons for their choices. Explain and discuss their understanding of what they have read, through presentations and debates. Provide reasoned justifications for their views	Recommending books that they have read to their peers, giving reasons for their choices. Explain and discuss their understanding of what they have read, through presentations and debates. Provide reasoned justifications for their views.

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				to give evidence for suggestions.	Participate in discussions about books and starting to give evidence for suggestions, starting to respond the opinion of others.	Participate in discussions about books and starting to give evidence for suggestions, responding to the opinion of others.