



Reading LKS2 – Progression Plan

	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Decoding	<p>*Use secure phonic decoding to read fluently *read accurately by blending, including alternative sounds for graphemes *read a widening range of multisyllable words containing these graphemes *read a growing number of suffixes and prefixes *read exception words, noting unusual correspondences</p> <p>*read most words quickly & accurately with attention to punctuation and expression.</p>	<p>*Begin to apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>* read fluently and clearly with expression and attention to punctuation</p>	<p>*Apply their developing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>*Read aloud with expression and fluency.</p>	<p>* Apply their developing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>*begin to decode words quickly and read silently with growing speed.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word .</p> <p>*Decode words quickly and read with growing speed and stamina.</p>	<p>*apply their deeper knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>* Decode words quickly and read with speed sustaining reading for longer periods.</p>
Range of Reading	<p>Beginning to listen to and discuss a growing range of fiction, poetry, plays, non-fiction and reference books or textbooks *beginning to read books that are structured in different ways and reading for a range of purposes</p>	<p>listening to and discussing a developing range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading a developing range of books that are structured in different ways and reading for a range of purposes</p>	<p>listening to and discussing a growing 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</p>	<p>listening to and discussing a growing 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</p>	<p>listening to and discussing an increasing range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and</p>	<p>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</p>

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					reading for a range of purposes	
Familiarity with text	Beginning to develop their familiarity with a growing range of books, including fairy stories, myths and legends, and retelling some of these orally *recognising recurring literary language in stories and poetry and beginning to identify themes and conventions	Improving their familiarity with a growing range of books, including fairy stories, myths and legends, and retelling some of these orally *beginning to identifying themes and conventions in a wide range of books	*increasing their familiarity with a 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	Developing their familiarity with a wide range of books, including fairy stories, myths and legends and popular fiction and retelling some of these orally *identifying themes and conventions in a wide range of books	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and popular fiction and retelling some of these orally *identifying themes and conventions in a wide range of books	*Deepening their familiarity with a wide range of books, including fairy stories, myths and legends and popular fiction and retelling some of these orally *identifying themes and conventions in a wide range of books
Poetry and Performance	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Beginning to recognise different kinds of poem. Beginning to read play scripts	Beginning to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *develop their recognition of some different forms of poetry	Prepare some poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	Developing their ability to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *Continue to recognise different forms of poetry	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising a widening range of different forms of poetry	*Confidently preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising a growing range of different forms of poetry
Word meanings	Discussing and clarifying the meaning of words.	*beginning to understand how to find words in a dictionary to check the meaning of words that they have read	*Understand how to use dictionaries to check the meaning of words that they have read	*Beginning to use dictionaries to check the meaning of words that they have read	*Increasingly using dictionaries to check the meaning of words that they have read	*Confidently using dictionaries to check the meaning of words that they have read
Understanding	Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *beginning to asking questions to improve their understanding of a text	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their	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	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their	Confidently 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

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	*beginning to identify what a paragraph is and that it contains a main idea.	understanding of a text *beginning to identifying main ideas in paragraph	*identifying main ideas drawn from more than one paragraph and beginning to summarise these	understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	text *identifying main ideas drawn from more than one paragraph and summarising these
Inference	*making inferences on the basis of what is being said and done about characters and their feelings	Increasingly making inferences on the basis of what is said and done and beginning to justify it with evidence from the text.	Beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and increasingly justifying inferences with evidence	Increasingly drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Confidently drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing deeper and wider inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	*predicting what might happen on the basis of what has been read so far	Predicting what might happen from details stated and beginning to justify predictions	Predicting what might happen from details stated and justify predictions with evidence from the text.	predicting what might happen from details stated and beginning to use details implied	predicting what might happen from details stated and implied	* predicting with deeper understanding what might happen from details stated and implied
Authorial Intent	Talk about words and phrases they like in the text.	Begin to discuss different text structures and presentations such a diaries, use of diagrams and comic book style inserts.	Begin to discuss words and phrases that capture the reader's interest and imagination. Begin to discuss how language, structure, and presentation contribute to meaning	Developing discussing words and phrases that capture the reader's interest and imagination *Developing identifying how language, structure, and presentation contribute to meaning	discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	Confidently discussing words and phrases that capture the reader's interest and imagination *increasingly identifying how language, structure, and presentation contribute to meaning
Non fiction	Begin to retrieve and record information from non-fiction	Develop retrieval and recording of information from non-fiction	Retrieve and record information from non-fiction	Retrieve and record information from non-fiction with growing confidence.	Confidently retrieve and record information from non-fiction	Confidently retrieve and record information from non-fiction and begin to present this information to others.
Discussing Reading	*participate in discussion about books, poems & other works that are read to them & those that they can read	participate in discussion about both books that are read to them and those they can read for	participate in discussion about both books that are read to them and those they can read for	participate in discussion about both books that are read to them and those they can read for	Confidently, participate in discussion about both books that are read to them and	Confidently, participate in discussion about both books that are read to them and those they can

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	<p>for themselves, taking turns and listening to what others say</p> <p>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>themselves, taking turns and listening to what others say.</p> <p>explain and discuss their understanding of books, poems and other material</p>	<p>themselves, taking turns and listening to what others say.</p> <p>explain and discuss their understanding of books, poems and other material</p>	<p>themselves, taking turns and listening to what others say.</p> <p>explain and discuss their understanding of books, poems and other material</p>	<p>those they can read for themselves, taking turns and listening to what others say.</p> <p>explain and discuss their understanding of books, poems and other material</p>	<p>read for themselves, taking turns and listening to what others say.</p> <p>Begin to justify their opinions</p> <p>*explain and discuss their understanding of books, poems and other material,</p>