



Ready Steady Comprehension

Progression Overview KS2

Priory Junior School

Ready Steady Comprehension Progression Overview Year 3

A	B	C	D	E	F
Theme					
Forces, Magnets and Rock	Stories and Poetry	Mountains and Rivers	Fairy Stories and Poetry	Egyptians	Stories, plays and Poetry
Word Reading					
<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension					
<p>Build on previous year & focus on:</p> <ul style="list-style-type: none"> Reading a range of books that are structured in different ways and read for a range of purposes Identifying how language, structure and presentation contribute to meaning Checking that the text makes sense to them, discuss their understanding and explain the meaning of some words in context Retrieving and recording some information from non-fiction Predicting what might happen from details stated and some which are implied 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> Increasing familiarity with a wide range of stories Using dictionaries to check the meaning of many unknown words that Predicting what might happen from details stated and some which are implied Recognising some different forms of poetry [for example, free verse, narrative poetry] Asking some questions to improve understanding of a text Preparing short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> Reading a range of books that are structured in different ways and read for a range of purposes Identifying how language and structure contribute to meaning Identifying and summarising main ideas drawn from more than one paragraph Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence Retrieving and recording some information from non-fiction 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> Increasing familiarity with a wide range of books, including fairy stories Identifying simple themes and conventions in an increasing range of books Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence Recognising some different forms of poetry [e.g. free verse, narrative poetry] Preparing short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> Reading a range of books that are structured in different ways and read for a range of purposes Identifying simple themes and conventions in an increasing range of books Discussing some words and phrases that capture the reader's interest and imagination Identifying how language and structure contribute to meaning Retrieving and recording some information from non-fiction 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of books Identifying simple themes and conventions in an increasing range of books Discussing some words and phrases that capture the reader's interest and imagination Recognising some different forms of poetry [for example, free verse, narrative poetry] Preparing short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action

Skills and Strategies

<p>Build on Previous year & focus on:</p> <ul style="list-style-type: none"> • Recognising and reading many Year 3&4 Word List words • Reading aloud using punctuation to aid expression including speech • Self-correcting, including re-reading and reading ahead • Skimming to gain an overview of a text, e.g. topic, purpose • Identifying different purposes of texts, e.g. to inform, instruct, explain • Reading short information texts independently with concentration 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> • Recognising and reading many Year 3&4 Word List words • Reading aloud using punctuation to aid expression including speech • Self-correcting, including rereading and reading ahead 	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> • Recognising and reading most Year 3&4 Word List words • Skimming to gain an overview of a text, e.g. topic, purpose • Identifying how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points • Looking for specific information in texts using contents, indexes, glossaries, dictionaries • Identifying and use text features, e.g. titles, headings and pictures, to locate and understand specific information • Re-reading sentences for clarity 	<p>Build on previous units and focus on:</p> <ul style="list-style-type: none"> • Recognising and reading Year 3&4 Word List • Enhancing understanding in information text through, e.g. illustration, photographs, diagrams and charts • Looking for specific information in texts using contents, indexes, glossaries, dictionaries • Identifying different purposes of texts, e.g. to inform, instruct, explain, persuade, recount • Skimming to gain the gist of a text or the main idea in a chapter 	<p>Build on previous units and focus on:</p> <ul style="list-style-type: none"> • Recognising and reading Year 3&4 Word List • Enhancing understanding in information text through, e.g. illustration, photographs, diagrams and charts • Looking for specific information in texts using contents, indexes, glossaries, dictionaries • Identifying different purposes of texts, e.g. to inform, instruct, explain, persuade, recount • Skimming to gain the gist of a text or the main idea in a chapter 	<p>Build on previous units and focus on:</p> <ul style="list-style-type: none"> • Recognising and read all Year 3&4 Word List words with automaticity • Reading aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation
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Content Domains

<p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p>	<p>2e predict what might happen from details stated and implied 2a give / explain the meaning of words in context</p>	<p>2c summarise main ideas from more than one paragraph 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2d make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2d make inferences from the text / explain and justify inferences with evidence from the text 2c summarise main ideas from more than one paragraph</p>	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases</p>	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases</p>
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Reading Terminology for Pupils

root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present

Ready Steady Comprehension Progression Overview Year 4

A	B	C	D	E	F
Theme					
Habitats and animals	Stories and Poetry	Vikings	Myths, legends and poetry	Europe	Stories, plays and poetry
Word Reading					
<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension					
<p>Build on previous year & focus on:</p> <ul style="list-style-type: none"> Reading a wide range of books structured in different ways, for a range of purposes Identifying how language, structure and presentation contribute to meaning Checking that the text makes sense to them, discuss most their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text Predicting what might happen from details stated and implied Confidently retrieving and recording information from non-fiction 	<p>Build on previous term & focus on:</p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language Predicting what might happen from details stated and implied Asking some questions to improve their understanding of the text Recognising a range of poetic forms [for example, free verse, narrative poetry] Preparing poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> Reading a wide range of books that are structured in different ways and read for a range of purposes Identifying main ideas drawn from more than two paragraphs and summarise these Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence Identifying how language, structure and presentation contribute to meaning Confidently retrieving and recording information from non-fiction 	<p>Build on previous terms and focus on:</p> <ul style="list-style-type: none"> Increasing familiarity with a wide range of myths and legends, retelling some of these orally with appropriate use of story-book language Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence Identifying themes and conventions in an increasing range of books Preparing poems to read aloud and to perform, showing increasing understanding through intonation, tone, volume and action Recognising a range of poetic forms 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> Reading a wide range of books that are structured in different ways and read for a range of purposes Discussing many words and phrases that capture the reader's interest and imagination Identifying how language, structure and presentation contribute to meaning Identifying themes and conventions in an increasing range of books Confidently retrieving and recording information from non-fiction 	<p>Build on previous terms and focus on:</p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language Discussing many words and phrases that capture the reader's interest and imagination Identifying themes and conventions in an increasing range of books Preparing play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action Recognising a range of poetic forms [for example, free verse, narrative poetry]

Skills and Strategies

<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> Reading aloud using punctuation to aid expression including speech Self-correcting, including re-reading and reading ahead Skimming to gain an overview of a text, e.g. topic, purpose Scanning for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabular, bold print, captions, bullet points Reading short information texts independently with concentration Identifying how texts differ in purpose, structure and layout Identifying different purposes of texts, e.g. to inform, instruct, explain, persuade, recount 	<p>Build on previous units and focus on:</p> <ul style="list-style-type: none"> Recognising and reading Year 3&4 Word List Reading aloud using punctuation to aid expression including speech Self-correcting, including rereading and reading ahead 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> Recognising and reading Year 3&4 Word List Skimming to gain the gist of a text or the main idea in a chapter Scanning for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabulary, bold print, captions, bullet points Identifying how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points Identifying and using text features, e.g. titles, headings and pictures, to locate and understand specific information Looking for specific information in texts using contents, indexes, glossaries, dictionaries Re-reading sentences for clarity 	<p>Build on previous units and focus on:</p> <ul style="list-style-type: none"> Recognising and read Year 3&4 Word List Reading aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation Re-reading sentences for clarity 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> Reading a wide range of books that are structured in different ways and read for a range of purposes Discussing many words and phrases that capture the reader's interest and imagination Identifying how language, structure and presentation contribute to meaning Identifying themes and conventions in an increasing range of books Confidently retrieving and recording information from non-fiction 	<p>Build on previous units and focus on:</p> <ul style="list-style-type: none"> Recognising and reading Year 3&4 Word List Reading aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation
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Content Domains

<p>2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2a give / explain the meaning of words in context</p>	<p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2e predict what might happen from details stated and implied 2g identify / explain how meaning is enhanced through choice of words and phrases</p>	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2d make inferences from the text / explain and justify inferences with evidence from the text 2c summarise main ideas from more than one paragraph</p>	<p>2d make inferences from the text / explain and justify inferences with evidence from the text 2h make comparisons within the text</p>	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases</p>	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases</p>
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Reading Terminology for Pupils

grapheme, phoneme, syllable, sequence, structure, predict, discuss, question

Ready Steady Comprehension Progression Overview Year 5

A	B	C	D	E	F
Theme					
Space	Modern Fiction & Poetry	Victorians	Myths & Legends	North & South America	Other cultures & Traditions and Poetry
Word Reading					
Applying growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words.	Applying growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words.	Applying growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words.	Applying growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words.	Applying growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words.	Applying growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words.
Comprehension					
<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • Making comparisons within and across books, e.g. plot, genre and theme • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Predicting what might happen from details stated and implied • Retrieving, recording and presenting some information from fiction and non-fiction • Identifying how language, structure and presentation contribute to meaning • Distinguishing between statements of fact and opinion 	<p>Build on previous year and focus on</p> <ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including modern fiction • Making comparisons within and across books e.g. plot, genre and theme • Predicting what might happen from details stated and implied • Participating in discussions about books that are read to them and those they can read for themselves • Asking questions to improve their understanding • Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> • Making comparisons within and across books, e.g. plot, genre and theme • Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views • With support, locating relevant information in a text, summarising the main ideas drawn from more than one paragraph and identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • With occasional prompting, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including myths and legends • Identify and discuss themes and conventions in and across a wide range of writing • Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views • With occasional prompting, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Providing reasoned justifications for their views • Preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> • Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Identifying and discussing themes and conventions in and across a wide range of writing • Identifying how language, structure and presentation contribute to meaning • Identifying, discussing and evaluating the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader • Providing reasoned justifications for their views 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> • Increasing familiarity with a wide range of books, including from other cultures and traditions • Explaining and discussing understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes • Identifying and discussing themes and conventions in a wide range of writing • Identifying, discussing and evaluating the difference between literal and figurative language, commenting on effectiveness of author's language to create mood and build tension and the impact on the reader • Providing reasoned justifications for their views • Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Skills and Strategies

<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> • Recognising <i>many Year 5&6 Word List</i> words with automaticity • Identifying how punctuation relates to sentence structure and how meaning is constructed in • complex sentences • Through discussion and read aloud, demonstrating how an understanding of sentence structure and punctuation help make meaning • Connecting prior knowledge and textual information to make inferences and predictions • Scanning to find specific details using graphic and textual organisers, <i>e.g. sub-headings, diagrams, etc</i> • Using information on-screen and on paper 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> • Recognising and reading many Year 5&6 Word List words with automaticity • Identifying how punctuation relates to sentence structure and how meaning is constructed in complex sentences • Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation helps make meaning • Connecting prior knowledge and textual information to make inferences and predictions • Reading closely, annotating for specific purposes 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> • Recognising and reading most Year 5&6 Word List words with automaticity • Using a range of strategies for skimming, <i>e.g. finding key words or phrases, gist, main ideas, themes</i> • Identifying features of texts, <i>e.g. introduction to topic, sequence, illustrations, formality through language choices</i> • Finding the main idea of a text • Using information on-screen and on paper 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> • Recognising and reading most Year 5&6 Word List words with automaticity • Identifying how punctuation relates to sentence structure and how meaning is constructed in • complex sentences • Through discussion and read aloud, demonstrating how an understanding of sentence structure and punctuation help make meaning • Read closely, annotating for specific purposes • Using a range of strategies for skimming, <i>e.g. finding key words or phrases, gist, main ideas, themes</i> 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> • Recognising and reading all Year 5&6 Word List words with automaticity • Identifying features of texts, <i>e.g. introduction to topic, sequence, illustrations, degree of formality</i> • Use information on screen and on paper • Reading closely, annotating for specific purposes • Using a range of strategies for skimming, <i>e.g. finding key words or phrases, gist, main ideas, themes</i> 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> • Recognising and reading all Year 5&6 Word List words with automaticity • Reading closely, annotating for specific purposes • Identifying how punctuation relates to sentence structure and how meaning is constructed in • complex sentences • Through discussion and read aloud, demonstrating how an understanding of sentence structure and punctuation help make meaning • Using a range of strategies for skimming, <i>e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases</i>
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Content Domains

<p>2e Predict what might happen from details stated and implied 2f Identify / explain how information / narrative content is related and contributes to meaning as a whole 2h Make comparisons within the text</p>	<p>2e predict what might happen from details stated and implied 2h make comparisons within the text</p>	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2c summarise main ideas from more than one paragraph 2h make comparisons within a text 2d make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>2d make inferences from the text / explain and justify inferences with evidence from the text 2h make comparisons within the text</p>	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases</p>	<p>2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases</p>
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Reading Terminology for Pupils

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare

Ready Steady Comprehension Progression Overview Year 6

A	B	C	D	E	F
Theme					
War	Modern Fiction and Poetry	Evolution and Inheritance	Literary Heritage Plays & Poetry	Coasts	Traditional Tales
Word Reading					
Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words	Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words	Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words	Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words	Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words	Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words
Comprehension					
<p>Build on previous year & focus on:</p> <ul style="list-style-type: none"> Reading books that are structured in different ways and read for a range of purposes Making comparisons within and across books e.g. plot Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Predicting what might happen from details stated and implied Identifying how language, structure and presentation contribute to meaning Retrieving, recording and present information from non-fiction 	<p>Build on previous year & focus on:</p> <ul style="list-style-type: none"> Increasing familiarity with a wide range of books, including modern fiction Making comparisons within and across books Predicting what might happen from details stated and implied Asking questions to improve understanding Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> Making comparisons within and across books Summarise main ideas drawn from more than one paragraph, identifying key details that support Distinguishing between statements of fact and opinion Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identifying how language, structure and presentation contribute to meaning Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> Increasing familiarity with a wide range of books, including fiction from our literary heritage Identifying and discussing themes and conventions in a wide range of writing Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Providing reasoned justifications for their views Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views Preparing plays to read aloud and to perform, showing understanding through intonation, one and volume so that the meaning is clear to an audience 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> Identifying and discussing themes and conventions in and across a wide range of writing Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader Providing reasoned justification for their views Identifying how language, structure and presentation contribute to meaning Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<p>Build on previous year ad focus on:</p> <ul style="list-style-type: none"> Increasing familiarity with a wide range of books, including traditional tales Identifying and discuss themes and conventions in a wide range of writing Discussing and evaluating how authors use language, including figurative language considering the impact on the reader Providing reasoned justification for their views Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Skills and Strategies

<p>Build on previous year & focus on:</p> <ul style="list-style-type: none"> Recognising all Year 5&6 Word List words with automaticity Identifying how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences Reading closely, annotating for specific purposes Using a range of strategies for finding and locating information e.g. skimming scanning for detail Connecting prior knowledge and textual information to make inferences and predictions 	<p>Build on previous year & focus on:</p> <ul style="list-style-type: none"> Recognising all Year 5&6 Word List words with automaticity Identifying how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences Reading closely, annotating for specific purposes Connecting prior knowledge and textual information to make inferences and predictions 	<p>Build on previous year & focus on:</p> <ul style="list-style-type: none"> Recognising all Year 5&6 Word List words with automaticity Increasing understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity Using a range of strategies for finding and locating information e.g. skimming scanning for detail Summarising a text Securing responses and understanding through re-reading and cross-check information Reading closely, annotating for specific purposes 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> Recognising all Year 5&6 Word List words with automaticity Increasing understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity Securing responses through re-reading and cross-check information Reading closely, annotating for specific purposes Using a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> Recognising all Year 5&6 Word List words with automaticity Read closely, annotating for specific purposes Confidently using a range of strategies for finding and locating information, e.g. skimming, scanning for detail Using a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes 	<p>Build on previous year and focus on:</p> <ul style="list-style-type: none"> Recognising all Year 5&6 Word List words with automaticity Reading closely, annotating for specific purposes Identifying how punctuation relates to sentence structure and how meaning is constructed in complex sentences Through discussion and read aloud, demonstrating how an understanding of sentence structure and punctuation help make meaning Using a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes
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Content Domains

<p>2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text 2d make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>2e predict what might happen from details stated and implied 2h make comparisons within the text</p>	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2c summarise main ideas from more than one paragraph 2h make comparisons within a text 2d make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>2h make comparisons within the text 2d make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases</p>	
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Reading Terminology for Pupils

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare