

Reading Rope progression: key stage 2

| Strand | Year 3 | Year 4 | Year 5 | Year 6 |
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| <u>Phonological awareness and decoding</u> | <p>As in key stage 1, pupils who are still struggling to decode need to be taught to do this urgently through the progression of phonics in Letters and Sounds so that they catch up rapidly with their peers.</p> <p>To apply their growing knowledge of root words and prefixes (etymology and morphology), including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to read aloud new words they meet.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to read aloud new words they meet.</p> <p>With support, to test out different pronunciations, when reading longer words, to attempt to match what they decode to words they may have already heard, but have not seen in print.</p> | <p>As in key stage 1, pupils who are still struggling to decode need to be taught to do this urgently through the progression of phonics in Letters and Sounds so that they catch up rapidly with their peers.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p> <p>To test out different pronunciations, when reading longer words, to attempt to match what they decode to words they may have already heard, but have not seen in print.</p> | <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings (etymology and morphology), including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p> | <p>To read fluently using their knowledge of root words, prefixes, suffixes/word endings (etymology and morphology) and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> |

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| <u>Sight recognition</u> | To read the year 3 common exception words, noting the unusual correspondences between spelling and sound where these occur in the word. | To read the year 3 and 4 common exception words, noting the unusual correspondences between spelling and sound where these occur in the word. | To read all of the year 3 and 4 and the year 5 common exception words, noting the unusual correspondences between spelling and sound where these occur. | To read all of the key stage 2 common exception words, noting the unusual correspondences between spelling and sound where these occur. |
| <u>Fluency</u> | <p>To use expression when reading aloud, beginning to vary intonation, volume and tone to match meaning in age-appropriate texts.</p> <p>To read most words automatically and effortlessly in age-appropriate texts.</p> <p>To begin to use punctuation accurately to aid fluent reading.</p> <p>To prepare poems and playscripts to read aloud and perform, showing understanding through volume and action.</p> | <p>To use expression when reading aloud, varying intonation, volume and tone to match meaning in age-appropriate texts.</p> <p>To read most words automatically and effortlessly in age-appropriate texts.</p> <p>To prepare poems and playscripts to read aloud and perform, showing understanding through volume and action.</p> | <p>To use expression consistently through varied intonation, volume and tone to match meaning in age-appropriate texts.</p> <p>To use a pace that is consistently conversational and appropriate for the nature of the text.</p> <p>To read nearly all words accurately, self-correcting when needed.</p> <p>To learn a wider range of poetry by heart.</p> <p>To prepare poems and plays to be read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> | <p>To use expression consistently through varied intonation, volume and tone to match meaning in age-appropriate texts.</p> <p>To use a pace that is consistently conversational and appropriate for the nature of the text.</p> <p>To read nearly all words accurately, self-correcting when needed.</p> <p>To learn a range of poetry by heart, including classic poetry.</p> <p>To prepare poems and plays to be read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> |
| <u>Background knowledge</u> | To make links between wider learning and the texts studied. For example, linking their knowledge | To make links between wider learning and the texts studied. For example, linking their knowledge | To make links between wider learning and the texts studied. For example, linking their | To link texts to known facts. For example, when reading a book about a child during |

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| <p>When introducing a new text, it is essential that teachers give pupils information to set this in context of what they already know alongside information that will help them to comprehend it. For example, teaching a text from another country may be preceded by looking at the position of the country on a world map and showing children pictures of the setting described.</p> | <p>about the stone age to events in a text. To ask questions to improve their understanding of a text.</p> | <p>about the ancient Egyptians to events in a text. To ask questions to improve their understanding of a text.</p> | <p>knowledge about the ancient Greeks to events in a text. To ask questions to improve their understanding of a text. To make comparisons within and across books to link new knowledge to that previously held.</p> | <p>WW2, refer to their own learning in history to make links between events. To ask questions to improve their understanding of the context of a text. To make comparisons within and across books to link new knowledge to that previously held.</p> |
| <p><u>Vocabulary</u> Teachers should select a minimum of ten tier 2 and 3 words to explicitly teach through the medium of a text each week.</p> | <p>To check that the text makes sense to them, beginning to discuss their understanding of, and explain the meaning of words, in context. To apply their growing knowledge of root words and prefixes (etymology and morphology), including: in-, im-, il-, ir-, dis-, mis-,</p> | <p>To check that the text makes sense to them, discussing their understanding of, and explain the meaning of words, in context. To begin to use a dictionary to check the meanings of words they have read.</p> | <p>To check that the text makes sense to them, discussing their understanding and exploring the meanings of words in context. To apply their growing knowledge of root words, prefixes and suffixes/ word endings (etymology and</p> | <p>To check that the text makes sense to them, discussing their understanding and exploring the meanings of words in context. To apply their knowledge of root words, prefixes, suffixes/word endings (etymology and morphology) to understand the</p> |

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| | <p>un-, re-, sub-, inter-, super-, anti- and auto-</p> <p>to understand the meanings of new words they meet.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including:</p> <p>-ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian,</p> <p>to understand the meanings of new words they meet.</p> <p>To begin to use a dictionary to check the meanings of words they have read.</p> <p>To discuss words and phrases that capture the reader's interest and imagination, prompted by examples from the teacher.</p> | <p>To discuss words and phrases that capture the reader's interest and imagination; sometimes prompted by the teacher and others, drawing independently from examples from the text.</p> | <p>morphology), including:</p> <p>-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly,</p> <p>to understand the meanings of new words they meet.</p> <p>To identify how language contributes to meaning.</p> <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> | <p>meanings of new words they meet.</p> <p>To identify how language contributes to meaning.</p> <p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> |
| <p><u>Language structures</u></p> | <p>To begin to identify how language, structure and presentation contribute to meaning.</p> <p>Through reading, begin to learn the conventions of different types of writing (for example, the greeting in letters; a diary written in the first person and the differences</p> | <p>To begin to identify how language, structure and presentation contribute to meaning.</p> <p>Through reading, to learn the conventions of different types of writing (for example, the greeting in letters; a diary written in the first person and the differences</p> | <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To begin to distinguish between statements of fact and opinion.</p> <p>To identify and discuss themes and conventions in and across a wide range of writing.</p> | <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To distinguish between statements of fact and opinion.</p> <p>To identify and discuss themes and conventions in and across a wide range of writing.</p> |

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| | between formal and informal language). | between formal and informal language). | | |
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| <u>Verbal reasoning</u> | <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p> <p>To begin to identify ideas from more than one paragraph and summarise these.</p> <p>Following direct teaching of how to do so, retrieve and record information from non-fiction.</p> | <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> <p>To identify ideas from more than one paragraph and summarise these.</p> <p>To retrieve and record information from non-fiction.</p> | <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> <p>To summarise the main ideas drawn from more than one paragraph, beginning to identify key details that support the main idea.</p> <p>To record, retrieve and present information from non-fiction.</p> | <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> <p>To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.</p> <p>To record, retrieve and present information from non-fiction.</p> |
| <u>Literacy knowledge</u> | <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>To participate in discussion about books that are both read to them and those they can read for themselves, taking turns and listening to, what others say.</p> <p>To read books that are structured in different ways, increasing their familiarity with a wide range of</p> | <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>To participate in discussion about books that are both read to them and those they can read for themselves, taking turns and listening to, what others say.</p> <p>To read books that are structured in different ways, increasing their familiarity with a wide range of</p> | <p>To begin to explain and discuss 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> <p>To read books that are structured in different ways and to read for a range of purposes.</p> | <p>To explain and discuss 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> <p>To read books that are structured in different ways and to read for a range of purposes.</p> <p>To provide reasoned justification for their views.</p> |

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| | <p>books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>To read for a range of purposes (for example, for enjoyment, for research and for performance).</p> <p>To begin to identify themes and conventions in a wide range of books.</p> <p>To begin to recognise some different forms of poetry.</p> <p>To begin to identify ideas from more than one paragraph and summarise these.</p> <p>Following direct teaching of how to do so, retrieve and record information from non-fiction.</p> | <p>books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>To read for a range of purposes (for example, for enjoyment, for research and for performance).</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To recognise some different forms of poetry.</p> <p>To identify ideas from more than one paragraph and summarise these.</p> <p>Retrieve and record information from non-fiction.</p> | <p>To begin to provide reasoned justification for their views.</p> <p>To participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> | <p>To participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> |
| <p><u>Engagement with reading</u></p> | <p>To develop positive attitudes to reading by:</p> <ul style="list-style-type: none"> Selecting books linked to their interests, beginning to articulate their reasons for choosing these. Reading independently for a sustained period of time with enthusiasm and interest. | <p>To develop positive attitudes to reading by:</p> <ul style="list-style-type: none"> Selecting books linked to their interests, beginning to articulate their reasons for choosing these. Reading independently for a sustained period of time with enthusiasm and interest. | <p>To maintain positive attitudes to reading by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. | <p>To maintain positive attitudes to reading by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. |

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| | <ul style="list-style-type: none"> • Discussing their reading material with both peers and adults, describing features of the text that they enjoyed. | <ul style="list-style-type: none"> • Discussing their reading material with both peers and adults, describing features of the text that they enjoyed. | <ul style="list-style-type: none"> • 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. <p>To recommend books that they have read to their peers, giving reasons for their choices.</p> | <ul style="list-style-type: none"> • 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. <p>To recommend books that they have read to their peers, giving reasons for their choices.</p> |
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