

Danson Primary School – Reading KS2

| | Year 3 Review Year 2 | Year 4 Review Year 3 | Year 5 Review Year 4 | Year 6 Review Year 5 |
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| Decoding | <ul style="list-style-type: none"> ◆ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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. | <ul style="list-style-type: none"> ◆ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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. | <ul style="list-style-type: none"> ◆ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet. | <ul style="list-style-type: none"> ◆ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet. |
| Range of Reading | <ul style="list-style-type: none"> ● Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ● Read books that are structured in different ways and reading for a range of purposes. | <ul style="list-style-type: none"> ● Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ◆ Read books that are structured in different ways and reading for a range of purposes. | <ul style="list-style-type: none"> ◆ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ◆ Read books that are structured in different ways and reading for a range of purposes. ◆ Make comparisons within and across texts. | <ul style="list-style-type: none"> ◆ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ◆ Read books that are structured in different ways and reading for a range of purposes. ◆ Make comparisons within and across texts. |
| Familiarity with texts | <ul style="list-style-type: none"> ◆ Increase their familiarity, with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. ◆ Identify themes and conventions in a wide range of books. | <ul style="list-style-type: none"> ◆ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes. | <ul style="list-style-type: none"> ◆ Increase 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. ◆ Identify and discuss themes and conventions in and across a wide range of writing. | <ul style="list-style-type: none"> ◆ Increase 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. ◆ Identify and discuss themes and conventions in and across a wide range of writing. |
| Poetry and Performance | <ul style="list-style-type: none"> ◆ Prepare poems and play scripts to read aloud and to perform, showing understanding through | <ul style="list-style-type: none"> ◆ Prepare poems and play scripts to read aloud and to perform, showing understanding through | <ul style="list-style-type: none"> ◆ Learn a wider range of poetry by heart. ◆ Prepare poems and plays to read aloud and to perform, showing | <ul style="list-style-type: none"> ◆ Learn a wider range of poetry by heart. ◆ Prepare poems and plays to read aloud and to perform, showing |

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| | <p>intonation, tone, volume and actions.</p> <ul style="list-style-type: none"> ◆ Recognise some different forms of poetry. | <p>intonation, tone, volume and actions.</p> <ul style="list-style-type: none"> ◆ Recognise some different forms of poetry. | <p>understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> | <p>understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> |
| Word Meaning | <ul style="list-style-type: none"> ◆ Use dictionaries to check the meaning of the words that they have read. | <ul style="list-style-type: none"> ◆ Use dictionaries to check the meaning of the words that they have read. | <ul style="list-style-type: none"> ◆ Use dictionaries to check the meaning of the words that they have read. | <ul style="list-style-type: none"> ◆ Use dictionaries to check the meaning of the words that they have read. |
| Understanding | <ul style="list-style-type: none"> ◆ Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. ◆ Ask questions to improve their understanding of a text. ◆ Identify main ideas drawn from more than one paragraph and summarise these. ◆ Identify morals and messages in a story. | <ul style="list-style-type: none"> ◆ Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. ◆ Ask questions to improve their understanding of a text. ◆ Identify main ideas drawn from more than one paragraph and summarise these. ◆ Identify morals and messages in a story. | <ul style="list-style-type: none"> ◆ Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. ◆ Ask questions to improve their understanding. ◆ Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. | <ul style="list-style-type: none"> ◆ Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. ◆ Ask questions to improve their understanding. ◆ Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. |
| Inference | <ul style="list-style-type: none"> ◆ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. ◆ Justify inferences with evidence. | <ul style="list-style-type: none"> ◆ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. ◆ Justify inferences with evidence. | <ul style="list-style-type: none"> ◆ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. | <ul style="list-style-type: none"> ◆ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. |
| Prediction | <ul style="list-style-type: none"> ◆ Predict what might happen from details stated and implied. | <ul style="list-style-type: none"> ◆ Predict what might happen from details stated and implied. | <ul style="list-style-type: none"> ◆ Predict what might happen from details stated and implied. | <ul style="list-style-type: none"> ◆ Predict what might happen from details stated and implied. |
| Authorial Intent | <ul style="list-style-type: none"> ◆ Discuss words and phrases that capture the reader's interest and imagination. ◆ Identify how language, structure, and presentation contribute to meaning. | <ul style="list-style-type: none"> ◆ Discuss words and phrases that capture the reader's interest and imagination. ◆ Identify how language, structure, and presentation contribute to meaning. | <ul style="list-style-type: none"> ◆ Identify how language, structure and presentation contribute to meaning. ◆ Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader. | <ul style="list-style-type: none"> ◆ Identify how language, structure and presentation contribute to meaning. ◆ Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader. |
| Non-Fiction | <ul style="list-style-type: none"> ◆ Retrieve and record information from non-fiction texts. | <ul style="list-style-type: none"> ◆ Retrieve and record information from non-fiction texts. | <ul style="list-style-type: none"> ◆ Distinguish between statements of fact and opinion. ◆ Retrieve, record and present information from non-fiction texts. | <ul style="list-style-type: none"> ◆ Distinguish between statements of fact and opinion. ◆ Retrieve, record and present information from non-fiction texts. |

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| Discussing Reading | ◆ Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say. | ◆ Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say. | ◆ Recommend books that they have read to their peers and give reasons for their choices. ◆ Participate in discussions about books, building on their own and others' ideas and challenging views courteously. ◆ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ◆ Provide reasoned justifications for their views. | ◆ Recommend books that they have read to their peers and give reasons for their choices. ◆ Participate in discussions about books, building on their own and others' ideas and challenging views courteously. ◆ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ◆ Provide reasoned justifications for their views. |
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