

Reading: KS2 Key Knowledge and Skills Progression Overview

Reading Curriculum Intent

At Bracken Leas, we believe reading is fundamental to every child’s educational development and we ensure that it is at the forefront of our curriculum, from Early Years through to Year 6. We believe that the teaching of reading is integral to a child’s understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. We recognise that reading is beneficial for developing children’s emotional intelligence and supporting their mental wellbeing. We aim for all children to leave Bracken Leas as confident, fluent and enthusiastic readers; our reading curriculum strives to foster this and promote a lifelong love of reading. Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and ensuring that we are not only giving children opportunities to read in English lessons, but in the wider curriculum too.

Reading Curriculum Implementation

As a ‘reading for pleasure’ school, we strive for our children to develop a love for reading through exposure to a wide range of genres and text types. We firmly believe that sharing books as a class is a fundamental aspect in developing children’s enjoyment for reading. Our selection of high-quality texts promotes a language-rich learning environment; encouraging children to actively discuss and critique literary devices.

Our reading curriculum is delivered as a multi-layered, progressive approach.

In Key Stage One, this is through our Trust wide scheme ‘Read Write Inc.’ which is a systematic synthetic phonics approach.

In Key Stage Two, we introduce extract-based comprehensions through the VIPERS skills.

Throughout the school, we encourage shared and guided reading, reading at home, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Vocabulary	<p>Identify and discuss the meaning of words in context</p> <p>Identify words and phrases that capture the reader’s interest and contribute to the meaning of the text</p>	<p>Identify the language conventions of non-fiction and fiction in relation to the text type</p> <p>Explain the meaning of new words in context</p>	<p>Explore the meaning of words in a given context within fiction and non-fiction</p> <p>Evaluate how authors use language to impact the reader and begin to compare this to</p>	<p>Explore the meaning of words in different contexts within fiction and non-fiction</p> <p>Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader</p>

		<p>Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text</p> <p>Use age-appropriate dictionaries to check the meanings of words</p> <p>Begin to use thesauri to develop vocabulary choices</p>	Use age-appropriate dictionaries and thesauri to check the meanings of words	Use age-appropriate dictionaries and thesauri to check the meanings of words and understand the context they would be used
Inference	<p>Begin to draw inferences about characters' thoughts and actions</p> <p>Start to justify inferences with a single piece of evidence from the text to support one- specific point</p>	<p>Draw inferences about characters' feelings and motives</p> <p>Justify inferences with several pieces of evidence from the text to support one-specific point</p>	<p>Draw inferences from within the text about themes and characters' and authors' viewpoints.</p> <p>Justify inferences and views with a variety of references from across the text.</p>	<p>Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes</p> <p>Justify inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information</p>
Prediction	Predict what may happen based on both what has been stated (obvious) and implied (less obvious)	Predict what may happen based on what has been implied. Start to use evidence from the text to support this judgement.	Predict what may happen based on their understanding of the content and the themes within the text.	Predict what may happen based on their wider understanding of content and themes
Explain	<p>Identify the language conventions of non-fiction in relation to the text type</p> <p>Identify the over-arching theme of a text</p> <p>Identify the structural conventions of non-fiction in relation to the text-type</p> <p>Identify how the structure and presentation of texts contributes to the meaning</p>	<p>Identify the author's message about the theme</p> <p>Identify the structural conventions of non-fiction in relation to the text type</p> <p>Identify how the structure and presentation of texts contributes to the meaning</p>	<p>Identify an author's treatment of the same theme across one or several of their books/poems.</p> <p>Explain their thinking through referring to key details.</p> <p>Identify the structural conventions of non-fiction in relation to the text type</p> <p>Identify how the structure and presentation of texts contributes to the meaning</p> <p>Distinguish between fact and opinion</p> <p>Provide increasingly reasoned justification for my views</p>	<p>Identify how the same theme is represented across texts and how multiple themes are presented in longer narratives.</p> <p>Explain their thinking through making reference to key details and comparisons</p> <p>Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>Identify how the structure and presentation of texts contributes to the meanings</p> <p>Distinguish between fact, opinion and bias</p> <p>Recommend books for peers in detail</p>
Retrieval	<p>Use contents and sub-headings to locate relevant information</p> <p>Identify a main topic to research, independently and through shared reading</p>	<p>Use contents, indexes, glossaries and sub-headings to locate specific information</p> <p>Use skimming to locate main ideas in the text</p>	<p>Use skimming and scanning to locate information efficiently across a range of sources.</p> <p>Introduce a broader range of texts including myths, legends, stories from</p>	<p>Independently devise key questions and identify themes to research.</p> <p>Use skimming and scanning to locate information selectively and precisely across a range of sources.</p>

	<p>Learn the skill of skimming and scanning to retrieve details</p> <p>Use the contents page and subheadings to locate information</p>	<p>Use scanning to locate specific information</p> <p>Independently identify key questions to research about a topic</p>	<p>other cultures, modern fiction, plays, poetry and archaic texts.</p> <p>Retrieve, record and present information from a broadening variety of non-fiction texts.</p>	<p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. Discuss these genres and texts confidently to distinguish their features</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts.</p>
Summarise	<p>Identifying main ideas drawn from a key paragraph or page and summarising these</p> <p>Make notes from one source to capture key information about a topic through recording or highlighting sentences/key words</p> <p>Begin to distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a story.</p> <p>Teachers begin to model how to record summary writing.</p>	<p>Make notes from one source to answer key questions through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping</p> <p>Summarise ideas from across several paragraphs or sections</p>	<p>Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas</p> <p>Make notes from several sources to gather information</p> <p>Explore and use their own techniques to make notes</p> <p>Refine notes by disregarding irrelevant information</p> <p>Make connections between information across the text and include this in an answer.</p> <p>Discuss the themes or conventions from a chapter or text</p> <p>Identify themes across a wide range of writing</p>	<p>Summarise ideas, events and information throughout a text and across texts.</p> <p>Make notes from a variety of sources to gather information</p> <p>Make choices about the most efficient techniques to make notes</p> <p>Refine notes by disregarding unreliable information</p> <p>Make comparisons across different books.</p> <p>Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>

KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: <https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph



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Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



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KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that.....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



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Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?



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Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



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Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



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Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How is
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



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Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



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