



Clifton Upon-Teme Primary School

KS2 Reading Progression of Skills Document



Across KS2, we use nine core comprehension skills to provide a consistent and progressive approach to teaching reading. These skills are explicitly taught, practised and revisited through Complete Comprehension lessons and our wider reading curriculum. The progression below shows how these skills develop from Year 3 to Year 6, supporting pupils to become increasingly confident and independent readers.

Reading Skill	Year 3 – Developing Independence	Year 4 – Securing and extending	Year 5 – Developing Analysis	Year 6 – Secure, confident and critical reading
Word meaning	Explain familiar words using the context. Use surrounding words and sentences to work out meaning. Identify words with similar meanings. Begin to recognise when a word has more than one meaning.	Use context, morphology and knowledge of vocabulary to determine meaning. Explain how words and phrases are used in context. Recognise shades of meaning and words with similar meanings.	Use contextual, grammatical and morphological clues to determine meaning. Explain multiple meanings and shades of meaning. Explain how vocabulary contributes to meaning.	Determine meaning from sophisticated contextual clues. Explain connotations, multiple meanings and subtle differences between words. Analyse how vocabulary contributes to tone, meaning and viewpoint.
Retrieval	Retrieve information directly from the text. Locate key information using headings, paragraphs and key words. Select relevant information from different parts of a text. Distinguish between information that is explicitly stated and information that has been inferred.	Retrieve information from different parts of a text. Scan efficiently for relevant information. Combine information from more than one paragraph. Distinguish between relevant and irrelevant information.	Locate and combine information from different parts of a text. Retrieve implicit as well as explicit information. Select precise evidence to support an answer.	Retrieve, select and synthesise information from across a text or multiple texts. Distinguish explicit information from inference. Locate precise evidence efficiently.
Inference	Infer characters' feelings, thoughts and motives from their actions and words. Make straightforward inferences from evidence. Explain an inference using a	Make inferences about characters' feelings, motives, relationships and behaviour. Infer meaning from actions, dialogue and description. Justify inferences with more	Infer characters' thoughts, feelings, motives and relationships. Infer information that is not directly stated. Use several pieces of evidence to support an interpretation.	Make nuanced inferences about characters, themes, relationships, viewpoints and motives. Draw together multiple clues. Explain interpretations using precise



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	relevant quotation or reference to the text.	than one piece of evidence where appropriate.	Recognise that more than one interpretation may sometimes be possible.	textual evidence. Consider alternative interpretations.
Prediction	Predict what might happen next using information already provided. Make predictions based on characters, events, clues and the structure of the text. Justify predictions using evidence.	Make predictions based on explicit clues and implied information. Consider how characters, events or information may develop. Revise a prediction when new evidence is encountered.	Make predictions based on a range of clues. Predict developments in plot, argument or information. Explain and justify predictions using evidence. Evaluate predictions when further information is revealed.	Make and justify predictions using explicit and implicit evidence. Anticipate developments in plot, argument and ideas. Explain how structural or language clues contribute to a prediction.
Sequencing	Order events and information accurately. Identify the sequence of events in fiction and the sequence of ideas or information in non-fiction. Recognise when events are presented out of chronological order.	Sequence events and ideas accurately. Identify how information is organised. Recognise changes in time, place or viewpoint.		
Summarising	Identify the main point of a paragraph or section. Select important information and omit minor details. Write a simple summary of a short section or text.	Identify the main idea of paragraphs and sections. Group related information. Summarise a section using concise language. Summarise	Identify the main ideas across paragraphs and sections. Distinguish key information from supporting detail. Summarise longer and more complex texts concisely.	Identify and synthesise the main ideas across an extended text. Distinguish central ideas from supporting detail. Produce concise, accurate



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		the whole text while avoiding unnecessary detail.		summaries using their own words.
Word choice	Identify interesting or effective words and phrases. Discuss how particular words help create an image, mood or impression. Begin to explain why an author may have selected a particular word.	Identify words and phrases chosen for particular effects. Explain how vocabulary creates mood, character or imagery. Begin to comment on the impact of figurative language.	Analyse why an author has chosen particular words and phrases. Explain connotations and associations. Explore figurative language and its effect. Explain how word choices influence the reader.	Analyse deliberate choices of vocabulary, figurative language and imagery. Explain connotations and their effect on meaning and the reader. Compare the effect of alternative word choices.
Comparison	Identify similarities and differences between characters, events, ideas or texts. Make simple comparisons within and across texts. Support comparisons with evidence.	Compare characters, settings, events, themes, ideas and information. Identify both similarities and differences. Compare texts by the same or different authors.	Compare texts, characters, themes, viewpoints and information in detail. Identify similarities and differences in how authors present ideas. Support comparisons with evidence.	Compare texts in depth, considering content, language, structure, themes, viewpoints and authorial choices. Make connections across texts and genres. Explain both similarities and differences using precise evidence.
Relationship	Begin to consider the relationship between a text and the reader. Explain personal responses to a text and give a reason. Identify simple themes, messages or viewpoints.	Explain how a text connects with the reader. Identify themes, viewpoints and messages. Consider why an author may have presented an idea or character in a particular way.	Consider the relationship between author, text and reader. Identify purpose, viewpoint and intended audience. Explain how writers position the reader to respond in particular ways. Begin to	Analyse the relationship between writer, text and reader. Explain how purpose, audience and viewpoint influence the way a text is constructed. Evaluate how successfully a writer achieves a particular effect. Recognise



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			recognise bias and differing viewpoints.	bias, persuasion and contrasting viewpoints.
	By the end of Year 3 children should be able to: • find information efficiently within a text; • answer retrieval questions using precise evidence; • explain the meaning of vocabulary in context; • make simple inferences and justify them; • make plausible predictions and explain their reasoning; • identify the main point of a paragraph or section; • summarise a short text using	By the end of Year 4 children should be able to: • retrieve information from across a text; • explain answers rather than simply identify them; • infer feelings, motives and relationships; • justify inferences with appropriate evidence; • explain the meaning and effect of vocabulary; • summarise paragraphs, sections and whole texts;	By the end of Year 5 children should be able to: • retrieve and synthesise information from across a text; • select precise evidence to support their answers; • make developed inferences about characters, events and ideas; • explain more than one possible interpretation where appropriate; • analyse vocabulary and its connotations; • explain how particular words and	By the end of Year 6 children should be able to: • retrieve and synthesise information efficiently; • draw secure inferences from explicit and implicit clues; • justify interpretations with precise evidence; • consider alternative interpretations; • analyse the meaning and effect of vocabulary; • explain how language choices influence the reader; • summarise extended texts accurately and concisely; • compare texts, authors, themes and viewpoints in depth;



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	the most important information; • identify effective vocabulary and explain its impact; • make simple comparisons within and across texts; • discuss their response to a text and give reasons.	• identify and discuss effective word choices; • compare characters, ideas and texts using evidence; • identify themes and viewpoints; • explain how a writer influences the reader.	phrases affect the reader; • summarise complex sections and whole texts; • compare texts and authors using relevant evidence; • identify purpose, audience and viewpoint; • recognise that authors make deliberate choices to influence readers.	• identify purpose, audience, viewpoint and bias; • explain how authors use language and structure to achieve effects; • evaluate a writer's choices and their impact on the reader; • combine several comprehension skills in a single response.
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