St Mark's CE Primary School
Reading Progression Map – KS2/KS3
2026-2027

EYFS – Development Matters
KS1/KS2 – National Curriculum
KS1/KS2 – Assessment statements

	Year 3	Year 4	Year 5	Year 6	KS3
	National Curriculum Apply their growing knowledge of root words, prefixes and suffixes, 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		**National Curriculum** 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 that they meet		

Decoding	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	Apply knowledge of root words to read aloud and to understand the meaning of familiar words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words Re-read and read ahead to check for meaning	Apply knowledge of root words to read aloud and to understand the meaning of familiar words Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words Use combined knowledge of phonemes and word derivations to pronounce words correctly, for example: arachnophobia, audience Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words Read fluently, using punctuation to inform meaning	
Range of Reading	**National Curriculum** Listen to and discussing 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		**National Curriculum** Continue to read and discuss an increasingly 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 books		**National Curriculum** Develop an appreciation and love of reading, and read increasingly challenging material independently through:

	Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks Know that non-fiction books are structured in different ways and be able to use them effectively Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas Identify how structure, and presentation contribute to the meaning of texts	Know which books to select for specific purposes, especially in relation to science, history and geography learning	Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features Make connections between other similar texts, prior knowledge and experience Compare different versions of texts and talk about their differences and similarities	Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage and books from other cultures and traditions Read books that are structured in different ways Recognise texts that contain features from more than one text type Consider and evaluate how effectively texts are structured and laid out Make connections between other experience and explain the links similar texts, prior knowledge Compare different versions of texts and explain the differences and similarities	Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature Choosing and reading books independently for challenge, interest and enjoyment. Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. Read critically though making critical comparison across texts. Studying a range of authors, including at least two authors in depth each year.
Familiarity with texts	**National Curriculum** Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books		**National Curriculum** 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 Identifying and discussing themes and conventions in and across a wide range of writing		

		Begin to understand simple themes in books Make connections with prior knowledge and experience	Identify significant ideas , events and characters and discuss their significance Identify the effect of the context on a text, for example, historical or other cultures	Identify and discuss themes in a range of writing and across longer texts Identify and discuss the conventions of different text types Identify key points in an appropriate text	
Poetry performance	**National Curriculum** Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry		**National Curriculum** Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience		**National Curriculum** Read critically through recognising a range of poetic conventions and understanding how these have been used.
	Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	Learn poems by heart, for example, narrative verse, haiku Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action	Learn a range of poetry by heart, for example, narrative verse, sonnet Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action	
Word meanings	**National Curriculum** Use dictionaries to check the meaning of words that they have read				
	Use dictionaries to check the meaning of unfamiliar words	Use dictionaries to check the meaning of unfamiliar words			

<table>
<tr><td rowspan="2">Understanding</td><td colspan="2">National Curriculum
Check that the text makes sense to them, discussing their understanding and explaining 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 summarising these</td><td colspan="2">National Curriculum
Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Ask questions to improve their understanding
Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</td><td rowspan="2">National Curriculum
Understanding increasingly challenging texts through:
- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
- checking their understanding to make sure that what they have read makes sense.</td></tr>
<tr><td>Ask questions to improve understanding of a text

Identify main idea of a text</td><td>Discuss and record words and phrases that writers use to engage and impact on the reader

Explain the meaning of words in context

Ask questions to improve understanding of a text</td><td>Use meaning-seeking strategies to explore the meaning of words in context

Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language

Summarise the main ideas drawn from a text

Present an oral overview or summary of a text</td><td>Read closely to ensure understanding

Raise queries about texts

Summarise key information from different parts of a text</td></tr>
<tr><td rowspan="2">Inference</td><td colspan="2">National Curriculum
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</td><td colspan="2">National Curriculum
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</td><td rowspan="2">National Curriculum
Understanding increasingly challenging texts through making inferences and referring to evidence in the text.</td></tr>
<tr><td>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</td><td>Infer meanings and begin to justify them with evidence from the text</td><td>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions

Justify inferences with evidence from the text</td><td></td></tr>
<tr><td rowspan="2">Prediction</td><td colspan="2">National Curriculum
Predict what might happen from details stated and implied</td><td colspan="2">National Curriculum
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<tr><td>Predict what might happen from details stated</td><td>Predict what might happen from details stated and deduced information</td><td>Make predictions from what has been read</td><td></td></tr>
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Authorial Intent	**National Curriculum** Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning		**National Curriculum** Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader		**National Curriculum** Read critically through; - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - Studying setting, plot and characterization and the effects of these. - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
		Identify some text type organisational features, for example, narrative, explanation, persuasion Identify how the writer has used precise word choices for effect to impact on the reader Explain why text types are organised in a certain way Know and recognise some of the literary conventions in text types covered	Identify how language, structure and presentation contribute to the meaning of a text Identify and comment on writer's use of language for effect, for example, precisely chosen adjectives, similes and personification Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader	Identify and comment on writer's choice of vocabulary, giving examples and explanation Identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts	
Non-fiction	**National Curriculum** Retrieve and record information from non-fiction		**National Curriculum** Distinguish between statements of fact and opinion Retrieve, record and present information from non- fiction		

	Retrieve and record information from non-fiction	Retrieve and record information from non-fiction	Know the difference between fact and opinion Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are. Use text marking to identify key information in a text Use knowledge of structure of text type to find key information	Distinguish between statements of fact and opinion Find information using skimming to establish main idea Use scanning to find specific information Read non-fiction texts to support other curriculum areas	
Discussing reading	**National Curriculum** Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		**National Curriculum** Recommend books that they have read to their peers, giving 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		

	Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently	Begin to build on others' ideas and opinions about a text in discussion	Express a personal point of view about a text, giving reasons Listen to and build on others' ideas and opinions about a text Present a personal point of view based on what has been read Listen to others' personal point of view Explain a personal point of view and give reasons	Express a personal point of view about a text, giving reasons linked to evidence from texts Listen to others' ideas and opinions about a text Build on others' ideas and opinions about a text in discussion Present a personal point of view based on what has been read Present a counter-argument in response to others' points of view Provide reasoned justifications for their views Refer to the text to support opinion	