



**Junior Department
KS2 Progression**

Subject: ENGLISH READING AND COMMUNICATION

Reading in the Junior Department has 2 essential elements:

- **word reading**
- **comprehension (both listening and reading)**

Teaching focuses on developing pupils' competence in both elements.

Skilled **word reading** involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words (phonics).

Good **comprehension** draws from linguistic knowledge and on knowledge of the world.

Comprehension skills are developed through high-quality discussion of a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary, meeting words that they rarely encounter in everyday speech.

Reading structure:

Before entry, reading is promoted with both pupils and parents as the key to success and enjoyment at school.

In School, reading is used and promoted in all subjects and as an integral aspect of JD life. This includes:

- Reading specific lessons – guided, group and individual.
- Reading records
- Speeches made by all pupils
- Knowledge of the world work and pre-teaching.
- Plays and performance
- Full class texts
- Adults/prefects reading aloud
- Well stocked class libraries
- Menus and sign-up sheets
- Junior Department newspaper and displays
- Reading for pleasure and enjoyment

We further promote the love of reading through:

- Pupils running the library and purchasing books
- Opportunities for unique experiences – e.g. Original Kings James Bible
- Adding inspiring depth where appropriate e.g. Hemingway, Martin Luther King

READING PROGRESSION

We often have wide spreads of ability within each class, hence we also refer back to the expectations for younger age ranges where necessary.

Lower Key Stage 2 (Years 3 and 4)

Upper Key Stage 2 (Years 5 and 6)

Word Reading

Pupils are taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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

Word Reading

Pupils are taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading Comprehension

Pupils are taught to:

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- 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
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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

Reading Comprehension

Pupils are taught to:

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning 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

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

SPOKEN LANGUAGE AND COMMUNICATION – across all year groups

Pupils should be taught to:

- **listen and respond appropriately to adults and their peers**
- **ask relevant questions to extend their understanding and knowledge**
- **use relevant strategies to build their vocabulary**
- **articulate and justify answers, arguments and opinions**
- **give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings**
- **maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments**
- **use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas**
- **speak audibly and fluently with an increasing command of Standard English**
- **participate in discussions, presentations, performances, role play, improvisations and debates**
- **gain, maintain and monitor the interest of the listener(s)**
- **consider and evaluate different viewpoints, attending to and building on the contributions of others**
- **select and use appropriate registers for effective communication**