



## WOODHALL SUBJECT LADDER: READING KEY STAGE 2



	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>WORD READING</b>	<ul style="list-style-type: none"> <li>Hertfordshire Essential Spelling Programme.</li> <li><i>Revise Letters &amp; Sounds during autumn term, as appropriate to cohort.</i></li> <li>Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.</li> <li><i>Read further exception words, noting the unusual correspondences between spelling and sound.</i></li> </ul>	<ul style="list-style-type: none"> <li>Hertfordshire Essential Spelling Programme.</li> <li><i>Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.</i></li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>Hertfordshire Essential Spelling Programme.</li> <li><i>Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.</i></li> </ul>	<ul style="list-style-type: none"> <li>Hertfordshire Essential Spelling Programme.</li> <li><i>Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.</i></li> </ul>
<b>VOCABULARY DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>Discuss effective language choices.</li> <li><i>Identify that adverbs help to tell us how the character is feeling.</i></li> <li>Begin to use dictionaries, glossaries and indexes to locate meanings and information.</li> <li><i>Identify how settings and characters are created using specific vocabulary that creates imagery.</i></li> </ul> <p><b>As Year 2 objectives (above) AND...</b></p> <ul style="list-style-type: none"> <li>Identify new vocabulary and sentence structure and discuss to develop understanding.</li> <li><i>Identify and understand meanings of a wide range of conjunctions used to link events together.</i></li> <li>Uses dictionaries independently to check meaning of new vocabulary.</li> </ul>	<p><b>As Year 3 objectives AND...</b></p> <ul style="list-style-type: none"> <li>Note examples of descriptive language and explain the mood or atmosphere they create.</li> <li><i>Notice key words and phrases used to convey passing of time to introduce paragraphs or chapters.</i></li> <li>Identify how specific words and phrases link sections, paragraphs and chapters.</li> <li><i>Identify how authors use precise vocabulary to meet the intended purpose/effect.</i></li> <li>Identify figurative and expressive language that builds a fuller picture of a character.</li> <li><i>Identify the way descriptive language and small details are used to build an impression of an unfamiliar place.</i></li> <li>Use dictionaries to check the meaning of words read.</li> </ul>	<p><b>As Year 3 objectives AND...</b></p> <ul style="list-style-type: none"> <li>Use a range of strategies to identify the meaning of new vocabulary.</li> <li><i>Identify examples of effective description that evoke time or place.</i></li> <li>Note words and phrases in pre- twentieth century writing which have changed their meaning over time.</li> <li><i>Comment on use of language using terminology including onomatopoeia, metaphor, personification.</i></li> </ul>	<p><b>As Year 3 objectives AND...</b></p> <ul style="list-style-type: none"> <li>Analyse, and explain the impact of, authors' techniques and use of language.</li> </ul>

<b>READING FLUENCY</b>		<ul style="list-style-type: none"> <li>Can read 90 words per minute of age-appropriate text.</li> </ul>	<ul style="list-style-type: none"> <li>Can read 90 words per minute of age-appropriate text.</li> </ul>	<ul style="list-style-type: none"> <li>Can read 90 words per minute of age-appropriate text.</li> </ul>	<ul style="list-style-type: none"> <li>Can read 90 words per minute of age-appropriate text.</li> </ul>
<b>READING COMPREHENSION</b>	<b>UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>Understand that books can be used to find things out, and begin to do so.</li> </ul> <p><b>As Year 2 objectives (above) AND...</b></p> <ul style="list-style-type: none"> <li>With support, justify views about texts read.</li> </ul>	<p><b>As Year 3 objectives AND...</b></p> <ul style="list-style-type: none"> <li>Ask increasingly informed questions to improve understanding of a text.</li> </ul>	<p><b>As Year 4 objectives AND...</b></p> <ul style="list-style-type: none"> <li>Consider the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development.</li> <li><i>Recognise that characters may have different perspectives in the story.</i></li> </ul>	<p><b>As Year 5 objectives AND...</b></p> <ul style="list-style-type: none"> <li>Analyse dialogue at certain points in a story and summarise its purpose.</li> </ul>
	<b>RETRIEVAL</b>	<ul style="list-style-type: none"> <li>Refer back to the text for evidence.</li> <li><i>Retrieve information stated within text (may not be obvious).</i></li> <li>Use evidence from a text – may look through the book to aid memory or use information.</li> </ul> <p><b>As Year 2 objectives (above) AND...</b></p> <ul style="list-style-type: none"> <li><i>Retrieve information from text where there is competing (distracting) information.</i></li> <li>Extract information from tables and charts.</li> <li><i>Summarise main ideas from a text.</i></li> <li>Retrieve and record information from non-fiction texts.</li> </ul>	<p><b>As Year 3 objectives AND...</b></p> <ul style="list-style-type: none"> <li>Summarise the main ideas of a non-fiction text.</li> <li><i>Identify key words and phrases as evidence when making a point.</i></li> <li>Distinguish between fact and opinion.</li> </ul>	<p><b>As Year 4 objectives AND...</b></p> <ul style="list-style-type: none"> <li>Summarise ideas across paragraphs, identifying key details that support the main ideas.</li> <li><i>Analyse information from tables and charts and incorporate this information into a summary of the whole text.</i></li> <li>Retrieve information, referring to more than one place in the text, and where there is competing (distracting) information.</li> <li><i>Retrieve, record and present ideas from non-fiction.</i></li> <li>Distinguish between statements of fact and opinion.</li> </ul>	<p><b>As Year 5 objectives AND...</b></p> <ul style="list-style-type: none"> <li>Summarise competing views.</li> </ul>

## INFERENCE

- Make statements about characters on the basis of what is said and done.
- *Identify that the verbs used for dialogue tell us how a character is feeling.*
- Demonstrate empathy with characters looking at descriptions and actions.
- *Identify evidence of change as a result of events, for example in character behaviour.*
- Recognise that different characters have different thoughts/feelings about, views on and responses to particular scenarios
- *Explain how the way a character speaks reflects their personality.*

### **As Year 2 objectives (above) AND...**

- Explain how words/phrases in the description are linked to create an overall and consistent impression on the reader.
- *Identify evidence of relationship between characters based on dialogue and behaviour.*
- Infer characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story.

### **As Year 3 objectives AND...**

- Make deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected.
- *Comment on the way key characters respond to a problem.*
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.

### **As Year 4 objectives AND...**

- Justify personal response to particular texts and characters with evidence.
- *Analyse characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes.*
- Provide evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text.
- *Comment on how a character is built and presented, referring to dialogue, action and description.*

### **As Year 3 objectives AND...**

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

	<p><b>PREDICTION</b></p>	<ul style="list-style-type: none"> <li>Predict with increasing accuracy during reading and then adapt prediction in the light of new information.</li> <li><i>Predict some key events of a story based on the settings described in the story opening.</i></li> </ul> <p><b>As Year 2 objectives (above) AND...</b></p> <ul style="list-style-type: none"> <li><i>Predict what might happen from details stated.</i></li> </ul>	<p><b>As Year 3 objectives AND...</b></p> <ul style="list-style-type: none"> <li>Predict on the basis of mood or atmosphere how a character will behave in a particular setting.</li> <li><i>Explore alternative outcomes to an issue.</i></li> </ul>	<p><b>As Year 4 objectives AND...</b></p> <ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied.</li> </ul>	<p><b>As Year 5 objectives AND...</b></p>
	<p><b>AUTHORIAL INTENT</b></p>	<ul style="list-style-type: none"> <li>Identify elements of an author's style such as familiar characters.</li> </ul> <p><b>As Year 2 objectives (above) AND...</b></p> <ul style="list-style-type: none"> <li><i>Comment on use of language using terminology including alliteration, rhythm, rhyme, simile.</i></li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li><i>Identify how language, structure, and presentation contribute to meaning.</i></li> </ul>	<p><b>As Year 3 objectives AND...</b></p> <ul style="list-style-type: none"> <li>Identify techniques used by the author to persuade the reader to feel sympathy or dislike.</li> </ul>	<p><b>As Year 4 objectives AND...</b></p> <ul style="list-style-type: none"> <li>Explore in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text.</li> <li><i>Identify technical terminology and considers the different reasons for why an author might use this.</i></li> </ul>	<p><b>As Year 5 objectives AND...</b></p> <ul style="list-style-type: none"> <li>Consider when a story was first published, and discuss the audience that the author had in mind, when reading texts from our literary heritage.</li> <li><i>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and justifying this with further evidence from the text.</i></li> </ul>

	<p style="text-align: center;"><b>TEXT ORGANISATION</b></p>	<ul style="list-style-type: none"> <li>• Recognise the difference between description in fiction and non-fiction.</li> <li>• <i>Identify words and phrases that link events.</i></li> <li>• Show awareness of use of features of organisation in texts.</li> <li>• <i>Explain differences between fiction and non-fiction.</i></li> <li>• Recognise that information can be grouped according to subject.</li> <li>• <i>Identify simple literary language such as words/phrases that identify a traditional tale.</i></li> <li>• Identify common themes such as those in traditional tales.</li> <li>• <i>Recognise simple persuasive devices.</i></li> </ul> <p><b>As Year 2 objectives (above) AND...</b></p> <ul style="list-style-type: none"> <li>• Recognise some different forms of poetry.</li> <li>• <i>Use contents pages and indexes to locate, retrieve and record information from non-fiction texts.</i></li> </ul>	<p><b>As Year 3 objectives AND...</b></p> <ul style="list-style-type: none"> <li>• Recognise the introduction, build-up, climax or conflict and resolution in narrative.</li> <li>• <i>Identify a wide range of poetic forms.</i></li> <li>• Identify the structure and features of a range of non-fiction, narrative and poetry texts.</li> </ul>	<p><b>As Year 4 objectives AND...</b></p> <ul style="list-style-type: none"> <li>• Analyse how structural and presentational features contribute to purpose in a range of texts.</li> </ul>	<p><b>As Year 5 objectives AND...</b></p> <ul style="list-style-type: none"> <li>• Recognise how the author of non-fiction texts expresses, sequences and links points.</li> </ul>
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## READING BEHAVIOURS

- Sustain interest in longer narratives such as a short chapter book.
- *Become increasingly familiar with a wider range of stories.*
- Recognise simple recurring literary language in stories and poetry.
- *Participate in discussion about texts, taking turns and listening to what others say.*
- Explain and discuss understanding of books, poems and other material, both those listened to and read independently.
- **As Year 2 objectives (above) AND...**
- Independently choose appropriate reading materials.
- *Understand membership of local library - how to borrow books etc.*
- Start to discuss the wider value of reading.
- *Identify with characters and make links with own experiences when making judgements about the characters' actions.*
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- *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.*
- Check that text makes sense, discuss understanding and explain the meaning of words.
- *Ask questions to improve their understanding of a text.*

### As Year 3 objectives AND...

- *Read for pleasure for a sustained amount of time.*
- Express preference for genre/series of books.
- *Develop an inner reading voice.*
- Listen to the opinions of others and adjust thinking/understanding where appropriate.
- *Express personal preferences regarding the work of significant authors/poets.*
- Explain similarities and differences with own experiences.
- *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.*
- 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.*
- Identify main ideas drawn from more than one paragraph and summarising these.

### As Year 4 objectives AND...

- *Start to explore how non-fiction books might be kept (e.g. Dewey Decimal System).*
- Express interest in sharing favourite books/authors.
- *Refine questions to deepen understanding of a text.*
- Show understanding through emphasis, intonation and volume when performing.
- *Participate in discussions about books, building on own and others' ideas; challenge views courteously.*
- Explain and discuss understanding of what has been read, including through formal presentations and debates.
- *Learn a wider range of poetry by heart; prepare poems and plays to read aloud and to perform. Show understanding through intonation, tone and volume so that the meaning is clear to an audience.*
- Recommend books, giving reasons for choices.
- *Summarise the main ideas drawn from more than one paragraph, identify key details to support main ideas.*

### As Year 5 objectives AND...

- *Generate open questions to explore a range of possibilities and justify responses in relation to the text.*
- Express and justify personal preferences regarding significant authors/poets.
- *Draw reasoned conclusions from non-fiction texts which present differences of opinion.*
- Provide reasoned justifications for views.

## RANGE OF READING

- Listen to, discuss and express views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond what can be read independently
- *Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.*

### **As Year 2 objectives (above) AND...**

- Begin to identify themes across texts.
- *Start to recognise different narrative genres.*
- Increasing familiarity with a wide range of books, and retell some of these orally.
- *Listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.*
- Read books that are structured in different ways and read for a range of purposes.

### **As Year 3 objectives AND...**

- Identify underlying themes and conventions in a range of narrative texts.

### **As Year 4 objectives AND...**

- Read, discuss and summarise an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.
- *Make comparisons within and across books.*

### **As Year 5 objectives AND...**

- Identify and analyse conventions across a range of non-fiction text types.
- *Identify and summarise underlying themes in a range of narrative texts noting where there are several themes competing in a text.*
- Explain underlying themes across a range of poetry.
- *Increase familiarity with a wider 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.

## **READING ENVIRONMENT**

All children receive a book on their birthday.

Children understand how to use any posters and charts for support when they are reading and spelling.

All display related to phonics is taken from the school's selected phonics programme.

Dedicated reading area in classroom celebrating reading for pleasure.

Class shared book/s (focus of English lessons) are clear – e.g. display on classroom door. This might include information about the author and 'If you enjoyed this, try...'; 'Other books by this author...' and so on.

Age-appropriate reading terminology which may be referred to during lessons/guided reading.