



Reading Expectations and Progression

At Ditton, we want to ensure all our children become fluent readers. We have prioritised daily reading as part of our curriculum offer so that children not only develop a love of reading but have the essential skills to flourish across the curriculum.

What is our approach to reading at Ditton?

1. Daily whole class reading sessions that teach children to become a reader, not just respond to written comprehension style questions. We use assessment gap analysis and the KS2 Reading Domains to plan each session. Developing fluency – through accuracy, automaticity and prosody encourages children to make a mental model of the text and develop flexibility of thinking.
2. Daily Ditton Love of Reading sessions.
3. The phonic and reading fluency continues when children enter Ditton Junior School – we deliver Bridging Units from Little Wadle prior to the Spelling Programme for Year 3.
4. Rapid Catch-up sessions are delivered for children at the earliest stages of reading (phonics and reading sessions).
5. Two library spaces have been developed, and classes are encouraged to select books from the library or hold a reading sessions in them.
6. Children are expected to read regularly at home, and we have motivational systems in place to engage children.

Reading Session Expectations

Text selection

The 5 plagues of reading

In his book Reading Reconsidered, Doug Lemov says that children should have access to **five** types of text to read with confidence and enjoyment, as well as understanding and prepare them for secondary school and beyond. These are complex beyond a lexical level (The lexical level consists of stored mental representations of known words and morphemes) and demand more from the reader than other types of books. To meet our intent to become knowledgeable reading teachers and meet our pupils' needs for exposure to high quality, varied texts, his suggestions have been incorporated into our evolving reading curriculum, enabling us to include a more diverse range of text types into our reading lessons. Each text on the year group reading maps have been allocated to challenge all children in the class as well as address the 5 identified 'plagues.'

	Archaic language	Share texts that introduce a degree of archaic diction and syntax
	Non-linear texts	Expose children to books in which the timing is unclear.
	Complexity of narrator	Use texts which presenting stories from different perspectives
	Complexity of plot/ symbolism	Use texts with complex interwoven plots and symbolism.
	Resistant texts	Introduce texts that are difficult to understand as they deliberately resist comprehension.

The texts used during reading sessions are the same texts that drive our writing curriculum. Teachers can also add additional themed text forms to support the teaching of the wider curriculum to:

- pre teach vocabulary and knowledge
- to further reinforce and embed previously acquired knowledge.

1. Reading texts must be varied to include fiction, non fiction and poetry. Although they can be used, it is preferable that children are exposed to 'real' texts rather than pre written texts from Twinkl, Deepening Understanding, AI, etc unless there is the assurance that the quality of the writing meets the needs of our developing readers.
2. The same text can be used over several days **or** different texts can be used across the reading week dependent on the needs of your class and what it is you want the children to learn.
3. The Reading Domain progression document **must** be used to plan questions and reading tasks.



Lessons based on the set texts or texts selected by teachers must have a **clearly defined reading objective** taken from the progression of skills document.

Text selection/ length is important and children should be aiming to read for a minute/ minute and a half before stopping to discuss. reread, explore, ask questions etc. To reduce cognitive overload, lengthier pieces of text in upper KS2 can be 'chunked up but we must bear in mind that reading stamina needs to be well developed too.

KS2 Whole class reading lesson structure

Vocabulary

Explicit **vocabulary** teaching **must** be a feature of **every reading lesson**. In addition to this ad hoc teaching of vocabulary will inevitably happen as you progress through the lesson.

Tier 2 vocabulary **must** be taught **pre-reading** the selected text.

How to introduce/ teach/ embed tier 2 vocabulary

- Select vocabulary
- Explain vocabulary
- Explore vocabulary
- Consolidate vocabulary

Strategies

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/Vocab_in_Action_Poster_v1.0.pdf?v=1696351484

<https://oneeducation.co.uk/wp-content/uploads/2023/05/Define-Skill-Overview-1.pdf>

Fluency

Our aim for all our children is to read **fluently** with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation). Reading aloud improves fluency and is strongly associated with comprehension.

- Teachers **must** know why they have chosen a particular strategy for developing fluency within that lesson.
- A range of reading strategies should be used as one method will not always meet the needs of the class (although not necessarily within a single lesson)

Rapid Retrieval

This should take place in **all** lessons but by definition should be precisely that- **rapid**! Strategies must be taught (skimming and scanning) to ensure children can locate key information rapidly.

- Highlighting answers in text should ensure that this process is quick and doesn't hold up the flow of the lesson.

Timing/ Pace of lesson

Reading and exploring a text should account for approximately $\frac{2}{3}$ of your lesson and any task or written response should account for the final $\frac{1}{3}$ of the lesson.

- Teacher / class/ group/ partner questions and discussion with **a key skill being practised in relation to the lesson objective and modelled by the teacher.**
- Independent work should not be arduous. Any written responses should take no longer than 10 minutes. (No more than 3 well written questions to respond to) The focus should be on the **quality of responses** rather than quantity of responses.
- **Not** all lessons will require written responses.
- Mixed VIPER style comprehensions **can** still be used to give children the opportunity to practise reading independently and answering a variety of different question types as this is good practise for longer assessments. However, this should **not** be the main way in which reading skills are being 'taught' or assessed as we have termly assessments already in place through using which are designed to assess these.

Reading Fluency Icons





Reading for pleasure

End of day reading with your class needs to be purely for pleasure and **must** be prioritised to ensure that children see that we value reading.

Allocating Reading Books to Individual Children

The majority of children will select age-appropriate texts from either the class library or the central library areas. Children who are accessing either the Rapid Catch Up Programme or Fluency Reading Sessions must have their books allocated by an adult so that they are accessing a book at their fluency rate or decodable phase. Decodable (phase 2-5) age 7+ books and Fluency 1-15 books are available for pupils.

Level	Words Per Minute	6-7 years (year 2)	Level	Words Per Minute	7-8 years (year 3/4)	Level	Words Per Minute	8-9 years (year 4+)
Fluency 1	60		Fluency 6	95		Fluency 11	125	
Fluency 2	70		Fluency 7	100		Fluency 12	130	
Fluency 3	80		Fluency 8	110		Fluency 13	140	
Fluency 4	85		Fluency 9	115		Fluency 14	145	
Fluency 5	90		Fluency 10	120		Fluency 15	150	

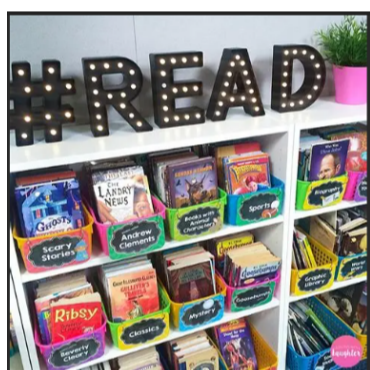
Big Cat Read on Books

These books have been carefully selected to improve reading stamina, develop fluency and comprehension, and nurture reading enjoyment. They have a word count ranging from 10,000-15,000 words.

Year Group and Class Reading Areas

To show children that we value reading, all reading areas must be well organised and kept tidy.

[DfE: How to create the perfect classroom reading corner - Twinkl Digest](#)



Key Stage 2 Reading Content Domains Overview

2A – Give/explain the meaning of words in context

Focus: Understanding vocabulary in the text

Example Questions:

- What does the word **[word from text]** mean in this sentence?
- Can you think of a synonym for **[word from text]**?
- How does the author's choice of the word **[word from text]** affect the meaning of the sentence?
- Which word in this paragraph tells us that **[concept, e.g., "the character is nervous"]**?

2B – Retrieve and record information/identify key details from fiction and non-fiction

Focus: Finding and recalling key details

Example Questions:

- What does the text say about **[character/event/topic]**?
- Find and copy a phrase that tells us **[specific information]**.
- How many **[things, e.g., reasons, examples]** are mentioned about **[topic]**?
- What does the text tell us about **[historical event/scientific fact]**?



2C – Summarise main ideas from more than one paragraph

Focus: Identifying key ideas across a section of text

Example Questions:

- What is the main idea of this section? Can you summarise it in one sentence?
- How do these paragraphs link together?
- What do these paragraphs tell us about [character/place/theme]?
- What are the key points the writer wants us to remember?

2D – Make inferences from the text and explain and justify inferences with evidence

Focus: Reading between the lines to understand implied meaning

Example Questions:

- Why do you think [character] did [action]?
- What do you think this character is feeling? How do you know?
- What does [a particular phrase] suggest about [setting/mood]?
- What evidence can you find that [character] is [trait, e.g., "brave/deceptive"]?

2E – Predict what might happen from details stated and implied

Focus: Making logical predictions based on text clues

Example Questions:

- What do you think will happen next? Why?
- Based on what we know about [character], how might they react to [event]?
- If this were a mystery story, what clues suggest who is responsible?
- How might the ending change if [a specific event] had happened differently?

2F – Identify/explain how information or narrative content is related and contributes to meaning as a whole

Focus: Understanding structure and how parts of the text fit together

Example Questions:

- Why do you think the author included [a flashback/dialogue/description]?
- How does the introduction prepare us for the rest of the text?
- How does this paragraph help us understand the main theme of the text?
- What is the purpose of the subheadings/bullet points in this non-fiction text?

2G – Identify/explain how meaning is enhanced through choice of words and phrases

Focus: Analysing author's word choices and their effects

Example Questions:

- Why do you think the author used the word [word] instead of [a synonym]?
- How does the description of [setting/character] make you feel?
- What effect does the phrase "[figurative language example]" have on the reader?
- Can you find an example of [a literary device, e.g., alliteration, metaphor] in the text?

2H – Make comparisons within the text

Focus: Comparing different parts of a text

Example Questions:

- How is [character] different at the start and the end of the story?
- How does the author show change in [theme, e.g., "mood/character relationships"]?
- How does this chapter compare with an earlier one?
- How does the text present different viewpoints on [topic]?



Key Stage 2 Reading Content Domain Question Level Progression

	Year 3	Year 4	Year 5	Year 6
2A – Give/explain the meaning of words in context	<p>2A – Give/explain the meaning of words in context</p> <p><i>Focus: Understanding vocabulary in the text</i> <i>Example Questions:</i> What does the word [word from text] mean? Can you find a word in the sentence that means the same as [simpler synonym]? Why do you think the author used the word [word] instead of [simpler alternative]? Which word tells us that [character] is feeling [emotion, e.g., scared, excited]? Find a word in the text that means [a specific meaning, e.g., “moving quickly”].</p>	<p>2A – Give/explain the meaning of words in context</p> <p><i>Focus: Understanding vocabulary in the text</i> <i>Example Questions:</i> What does the word [word from text] mean in this sentence? Can you think of another word that means the same as [word from text]? Which word tells us that [character] is feeling [emotion, e.g., nervous, excited]? What does the phrase “[figurative phrase]” tell us about [setting/character]? Why do you think the author chose the word [word] instead of [simpler alternative]?</p>	<p>2A – Give/explain the meaning of words in context</p> <p><i>Focus: Understanding increasingly complex vocabulary and its impact</i> <i>Example Questions:</i> What does the word [word from text] mean in this context? How do you know? Can you find a synonym and an antonym for [word from text]? How does the phrase “[figurative phrase]” help you understand [character/setting/mood]? What effect does the word [word] have on the reader? Why might the author have chosen it? Which word in this paragraph suggests [emotion/atmosphere, e.g., danger, excitement]?</p>	<p>2A – Give/explain the meaning of words in context</p> <p><i>Focus: Evaluating how language choice influences meaning and tone</i> <i>Example Questions:</i> What does [word from text] mean in this sentence? How does its meaning change if we replace it with [synonym]? How does the author use language to create a particular tone in this passage? What impact does the phrase “[figurative phrase]” have on the reader? Can you explain how the meaning of [word] changes depending on the context? The author describes [event/character] using [word/phrase]. What does this suggest about their intentions?</p> <p>Progression from Year 5: In Year 5, pupils identify word meaning and impact. In Year 6, they evaluate nuances in meaning, tone, and effect.</p>
2B – Retrieve and record information/identify key details from fiction and non-fiction	<p>2B – Retrieve and record information/identify key details from fiction and non-fiction</p> <p><i>Focus: Finding and recalling key details</i> <i>Example Questions:</i> Who is the main character in this story? Where does the story take place? What does the text tell us about [character/event/topic]? Find and copy a sentence that tells us [specific information]. How many [things, e.g., reasons, examples] can you find about [topic]?</p>	<p>2B – Retrieve and record information/identify key details from fiction and non-fiction</p> <p><i>Focus: Finding and recalling key details</i> <i>Example Questions:</i> What are the most important facts in this section? Find and copy a phrase that tells us [specific information]. Who are the main characters in the story, and what do we learn about them? How do we know [event] is important in the text? What does the text say about [historical/scientific fact]?</p>	<p>2B – Retrieve and record information/identify key details from fiction and non-fiction</p> <p><i>Focus: Retrieving specific details efficiently from longer texts</i> <i>Example Questions:</i> What are the key facts in this section? Find and copy the phrase that tells us [specific information]. How does the author describe [character/place/event]? What evidence in the text tells us [fact or opinion]? What information can you find in the text to support the idea that [concept]?</p>	<p>2B – Retrieve and record information/identify key details from fiction and non-fiction</p> <p><i>Focus: Skimming, scanning, and synthesising information across a text</i> <i>Example Questions:</i> What evidence in the text supports the idea that [statement]? How does the information in this paragraph link to the key themes of the text? Why is [fact] significant in the wider context of the text? How does the writer ensure the reader understands [concept]? What specific details help us to fully understand</p>



				<p>[event/character's actions]?</p> <p>Progression from Year 5: Year 5 focuses on retrieving facts efficiently. Year 6 moves towards synthesising and evaluating evidence across texts.</p>
<p>2C – Summarise main ideas from more than one paragraph</p>	<p>2C – Summarise main ideas from more than one paragraph]</p> <p><i>Focus: Identifying key ideas across a section of text</i> <i>Example Questions:</i> What is this section mostly about? Can you tell me what has happened so far in three sentences? What are the most important things we learn from these paragraphs? If you had to give this part of the story a title, what would it be? What is the main idea in this paragraph?</p>	<p>2C – Summarise main ideas from more than one paragraph</p> <p><i>Focus: Identifying key ideas across a section of text</i> <i>Example Questions:</i> What is the main idea of this paragraph? Can you summarise this section in your own words? What are the key points in this part of the text? How does this paragraph help us understand [character/event]? If you had to explain this text to someone in two sentences, what would you say?</p>	<p>2C – Summarise main ideas from more than one paragraph</p> <p><i>Focus: Summarising key ideas across longer sections of text</i> <i>Example Questions:</i> What are the key ideas in this chapter? How do these paragraphs link together to build on the same idea? Can you summarise this extract in three bullet points? How would you explain this section to someone who hasn't read it? Which part of this summary best represents the whole text? Why?</p>	<p>2C – Summarise main ideas from more than one paragraph</p> <p><i>Focus: Identifying and explaining key themes concisely</i> <i>Example Questions:</i> How does the author develop the main theme across these paragraphs? What are the most significant points in this extract? Justify your answer. How do these paragraphs build on each other to develop the reader's understanding? Can you summarise the similarities and differences between these two sections? Which sentence best summarises the whole text? Why?</p> <p>Progression from Year 5: Year 5 summarises sections; Year 6 summarises themes and structures across whole texts.</p>
<p>2D – Make inferences from the text and explain and justify inferences with evidence</p>	<p>2D – Make inferences from the text and explain and justify inferences with evidence</p> <p><i>Focus: Reading between the lines to understand implied meaning</i> <i>Example Questions:</i> Why do you think [character] did [action]? How do you think [character] is feeling? What words tell you this? What do you think will happen next? What clues tell you this?</p>	<p>2D – Make inferences from the text and explain and justify inferences with evidence</p> <p><i>Focus: Reading between the lines to understand implied meaning</i> <i>Example Questions:</i> What does this sentence tell us about [character's feelings/mood]? Why do you think [character] behaved in this way? What can you infer about [setting/character] from this description? How do you know that [character] is feeling [emotion]? What words suggest this?</p>	<p>2D – Make inferences from the text and explain and justify inferences with evidence</p> <p><i>Focus: Making more complex inferences with multiple pieces of evidence</i> <i>Example Questions:</i> How do you know [character] is feeling [emotion]? Use two pieces of evidence. What do you think the writer wants us to believe about [character/event]? How does the description of [setting] suggest something about what might happen next?</p>	<p>2D – Make inferences from the text and explain and justify inferences with evidence</p> <p><i>Focus: Deep inference using multiple pieces of evidence</i> <i>Example Questions:</i> What can we infer about [character's motivation/emotions]? Use two pieces of evidence. How does the author imply [idea/theme]? Why do you think the writer chose to omit or include certain details? How does the interaction between</p>



	Why do you think the author described [setting] in this way? What does the word [phrase] tell us about [character/place] ?	Why do you think the author chose not to tell us [specific detail] directly?	Why do you think [character] acted in this way? Find evidence from the text to support your answer. How does the author use language to make us feel a certain way about [character/event] ?	[two characters] suggest their relationship has changed? What deeper message is the author communicating beyond the words on the page? Progression from Year 5: Year 5 makes direct inferences using one piece of evidence . Year 6 requires multiple pieces of evidence, reasoning, and evaluation .
2E – Predict what might happen from details stated and implied	2E – Predict what might happen from details stated and implied <i>Focus: Making logical predictions based on text clues</i> <i>Example Questions:</i> What do you think will happen next? Why? How do you think [character] will solve their problem? Based on what you have read, what might [character] do next? How do you think the story will end? What makes you think that? If the author added another chapter, what might it be about?	2E – Predict what might happen from details stated and implied <i>Focus: Making logical predictions based on text clues</i> <i>Example Questions:</i> What do you think will happen next? What clues in the text tell you this? How do you think [character] will react to [event] ? Why? What might happen if [event] had not taken place? If this story continued, what do you think the next chapter would be about? Based on what you know about [character] , how do you think they will solve their problem?	2E – Predict what might happen from details stated and implied <i>Focus: Making reasoned predictions with deeper textual evidence</i> <i>Example Questions:</i> What clues in the text suggest what might happen next? How do you think [character] will react to [event] ? Why? How might the story change if [something different happened] ? Based on what you know about [character] , what choices might they make later in the story? How might the ending be different if the story was told from another character's perspective?	2E – Predict what might happen from details stated and implied <i>Focus: Formulating complex predictions based on evidence and patterns</i> <i>Example Questions:</i> Based on the author's style, how do you think the story will conclude? What hints suggest how [character] might behave later in the story? How does the text foreshadow a future event? What patterns in the character's actions help you predict their choices? If the author wanted to surprise the reader, how might they alter the expected outcome? Progression from Year 5: Year 5 predictions rely on explicit textual clues . Year 6 predictions are more abstract, considering foreshadowing and narrative patterns .
2F – Identify/explain how information or narrative content is related and contributes to meaning as a whole	2F – Identify/explain how information or narrative content is related and contributes to meaning as a whole <i>Focus: Understanding structure and how parts of the text fit together</i> <i>Example Questions:</i> Why do you think the author started the story this way? How does this paragraph help us	2F – Identify/explain how information or narrative content is related and contributes to meaning as a whole <i>Focus: Understanding structure and how parts of the text fit together</i> <i>Example Questions:</i> Why has the author included a [flashback/dialogue/description] in this section? How does this paragraph connect to an earlier part of the story?	2F – Identify/explain how information or narrative content is related and contributes to meaning as a whole <i>Focus: Understanding how different parts of a text connect</i> <i>Example Questions:</i> How does this section contribute to the overall theme of the text? Why do you think the author chose to structure the text in this way? How does this event link back to something that	2F – Identify/explain how information or narrative content is related and contributes to meaning as a whole <i>Focus: Evaluating how structure and content contribute to the overall message</i> <i>Example Questions:</i> How does the opening paragraph prepare us for what happens later? Why does the author switch between [narrative]



	<p>understand what is happening? What is the purpose of this heading/subheading? How does the description of [event/place] help us understand the story? What do the pictures/diagrams tell us about the text?</p>	<p>What is the purpose of this heading or subheading? How does this section build suspense for the reader? Why has the author chosen to present the information in this order?</p>	<p>happened earlier in the story? How does the introduction prepare us for what happens later? How does this paragraph help build tension/suspense/excitement?</p>	<p>styles/timelines/character perspectives]? How does this section develop the overall argument or theme? Why do you think the writer chose to present the events in this order? What structural devices does the author use to guide the reader's understanding? Progression from Year 5: Year 5 examines connections within a text. Year 6 evaluates why structural choices shape meaning.</p>
<p>2G – Identify/explain how meaning is enhanced through choice of words and phrases</p>	<p>2G – Identify/explain how meaning is enhanced through choice of words and phrases <i>Focus: Analysing author's word choices and their effects</i> <i>Example Questions:</i> Why do you think the author used the word [word] instead of [a simpler alternative]? How does the phrase "[descriptive phrase]" help you imagine the setting? What do you picture in your mind when you read [word/phrase]? What effect does the author create by using the word [word]? Can you find an example of a [simile, alliteration, powerful verb]?</p>	<p>2G – Identify/explain how meaning is enhanced through choice of words and phrases <i>Focus: Analysing author's word choices and their effects</i> <i>Example Questions:</i> What effect does the phrase "[descriptive phrase]" have on the reader? How does the author use language to create atmosphere in this scene? Can you find an example of a [simile/metaphor/alliteration]? What effect does it have? Why do you think the author described [setting/character] in this way? How does the author make [event] sound exciting/dangerous/sad?</p>	<p>2G – Identify/explain how meaning is enhanced through choice of words and phrases <i>Focus: Evaluating and justifying the effects of word choices</i> <i>Example Questions:</i> How does the author's use of [literary device] make the reader feel? What effect does the phrase "[descriptive phrase]" have? How does the choice of verbs/adjectives/adverbs affect the mood of the passage? What is the impact of using [figurative language, e.g., similes, metaphors, alliteration]? How does the writer's use of dialogue help us understand the characters better?</p>	<p>2G – Identify/explain how meaning is enhanced through choice of words and phrases <i>Focus: Evaluating literary techniques and their effects on the reader</i> <i>Example Questions:</i> How does the writer's use of figurative language impact the mood of the text? Why do you think the author repeated [phrase/idea]? What is the effect of the contrast between [phrase 1] and [phrase 2]? How does the word choice in this section change the reader's perception of [character/event]? What emotions does the author evoke using [specific word choices]? Progression from Year 5: Year 5 identifies literary techniques and effects. Year 6 evaluates deeper connotations and the author's intent.</p>
<p>2H – Make comparisons within the text</p>	<p>2H – Make comparisons within the text <i>Focus: Comparing different parts of a text</i> <i>Example Questions:</i> How is [character] different at the start and the end of the story?</p>	<p>2H – Make comparisons within the text <i>Focus: Comparing different parts of a text</i> <i>Example Questions:</i> How has [character] changed from the beginning to the end of the story? How is this setting different from an earlier one in the text?</p>	<p>2H – Make comparisons within the text <i>Focus: Comparing themes, characters, and ideas across different parts of a text</i> <i>Example Questions:</i> How is [character] different at the beginning and end of the story? How does the author show changes in [character/setting]?</p>	<p>2H – Make comparisons within the text <i>Focus: Evaluating changes, patterns, and contrasts across a text</i> <i>Example Questions:</i> How does the writer contrast the character's thoughts and actions? What changes in [character's attitude]?</p>



	<p>How is this setting different from an earlier one?</p> <p>How do these two characters feel about [event/situation]?</p> <p>How do we know the character has changed?</p> <p>What differences can you find between the beginning and the end of the text?</p>	<p>How does the mood change between these two paragraphs?</p> <p>What differences can you find between how [character] felt at the start and at the end?</p> <p>How is this event similar to an earlier event in the story?</p>	<p>What similarities and differences can you find between these two events?</p> <p>How does the mood change between this section and an earlier one?</p> <p>How does the information in this paragraph compare to an earlier part of the text?</p>	<p>can you identify? What causes them?</p> <p>How does the language in the opening compare to the ending? What does this suggest?</p> <p>What similarities and differences can you find between the different viewpoints in this text?</p> <p>How does the perspective of [character/narrator] shift over time?</p> <p>Progression from Year 5:</p> <p>Year 5 focuses on comparing details within the text. Year 6 makes evaluative comparisons of themes, structures, and perspectives.</p>
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