


















































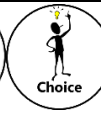

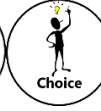









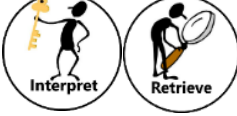
KS2 National Curriculum

DERIC skills linked to Content Domains	Years 3 programme of study	Years 4 programme of study	DERIC skills linked to Content Domains	Years 5 programme of study	Years 6 programme of study
Reading - word reading					
End of year book level:	25/26 (Lime)	27 (Brown/Ruby)		28/29 (Dark Blue/Sapphire/Burgundy)	30 (Black/Sapphire)
  <i>Prosody</i>	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet	  <i>Prosody</i>	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	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
					draw on knowledge of word families, origins and word-building strategies to extend understanding of new vocabulary
 <i>Prosody</i>	Recognise and decode high frequency words accurately and automatically when reading continuous text aloud	use effective decoding strategies automatically, including use of punctuation and layout of the text	 <i>Prosody</i>	respond to a wider range of punctuation and layout devices when reading aloud and silently	read texts fluently through repeated re-readings, integrating pace, pausing and expression to convey meaning
 <i>Prosody</i>	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	  <i>Prosody</i>	read dialogue with phrasing and expression, placing stress appropriately on words to convey meaning effectively	read dialogue with phrasing and expression, varying voice in tone, pitch and volume when reading to an audience and adjusting intonation appropriately according to the demands of the text type
Reading - comprehension					
develop positive attitudes to reading, and an understanding of what they read, by:			maintain positive attitudes to reading and an understanding of what they read by:		
	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, responding to literal questions with increasing accuracy	listening to, discussing and re-reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		continuing to read, re-read, discuss and read on using an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	continuing to read, recall, re-read, read on, discuss and evaluate an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
				through discussion, identify and reflect on the author's purpose or intent	accurately discuss, deconstruct and reconstruct fiction and non-fiction texts





 	<p>reading books that are structured in different ways and reading for a range of purposes and discussing the main ideas</p>	<p>reading books that are structured in different ways and reading for a range of purposes, discussing the main ideas and recognising how plot, character and setting can influence a text</p>	 	<p>reading books that are structured in different ways and reading for a range of purposes, sharing opinions about what is happening or has happened in a text</p>	<p>reading books that are structured in different ways and reading for a range of purposes, thinking critically and sharing opinions about what is happening or has happened in a text</p>
	<p>using dictionaries to check the meaning of words that they have read</p>	<p>using dictionaries to check and explain the meaning of words that they have read</p>		<p>use meaning-seeking strategies to explore the meaning of words in context</p>	<p>use a range of meaning-seeking strategies, including dictionaries, thesauruses, reading around the word, replacing the word with similar meaning words and knowledge of etymology to explore the meaning of words in context</p>
				<p>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</p>	<p>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</p>
 	<p>begin to scan over text to locate specific details</p>	<p>scan over texts to locate specific details and facts</p>	 	<p>skim and scan to locate specific details or facts within a text</p>	<p>confidently and quickly skim and scan to locate specific details or facts or to support an opinion or idea</p>
	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	 	<p>recommending books that they have read to their peers, giving reasons for their choices</p>	<p>recommending books that they have read to their peers, giving reasons, both verbally and in writing, for their choices</p>
 	<p>identifying themes and conventions in a wide range of books</p>	<p>identifying and discussing, both verbally and in writing, themes and conventions in a wide range of books</p>	 	<p>identifying and discussing themes and conventions in and across a wide range of writing, making links between different texts</p>	<p>identifying and discussing, both verbally and in writing, themes and conventions in and across a wide range of writing, thinking beyond the text to support information not directly stated where appropriate</p>
	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action and evaluating how effective these were</p>		<p>making comparisons within and across books</p>	<p>making comparisons within and across a wider range of books</p>

	<p>discussing words and phrases that capture the reader's interest and imagination</p>	<p>discussing words and phrases that capture the reader's interest and imagination or have been chosen for an intended effect</p>		<p>learning a range of poetry by heart</p>	<p>learning a wider range of poetry by heart</p>
	<p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>recognising some different forms of poetry [for example, free verse, narrative poetry – for further suggestions, see the writing curriculum maps]</p>		<p>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</p>	<p>preparing a variety of poems (see the writing curriculum maps for a list of suggested poems) and plays, both modern and historical, to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
<p>understand what they read, in books they can read independently, by:</p>			<p>understand what they read by:</p>		
	<p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p>	<p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context, using a wider range of strategies to work out meanings such as clues within the immediate or wider text or drawing on prior knowledge</p>		<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, using a wider range of meaning-seeking strategies such as using structural, context or layout clues alongside background and wider knowledge</p>
	<p>asking questions to improve their understanding of a text</p>	<p>asking and discussing questions to improve their understanding of a text</p>		<p>asking, discussing and writing questions to improve their understanding</p>	<p>asking questions to improve their understanding and using open-ended questions to seek a deeper understanding</p>
	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>		<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence and through making connections between the text and prior knowledge and using questioning and visualisation to infer meaning</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence, including summaries, thinking critically when information has not been stated explicitly</p>
	<p>predicting what might happen from details stated and implied</p>	<p>predicting what might happen from details stated and implied by confirming predictions by cross-checking information sources.</p>		<p>predicting what might happen from details stated and use evidence and a range of strategies including prior knowledge, questioning, locating evidence and visualising to support predictions made from what has been implied</p>	<p>predicting what might happen from details stated and use evidence to support or disprove predictions made from what has been implied and self-monitor predictions by integrating meaning, structure and visual information and checking summaries</p>

				attend to diagrams, images or organisational clues to support predictions.	use prior knowledge and information within the text to support predictions, locating and interpreting relevant information from illustrations, diagrams, photographs and text layout.
	identifying main ideas drawn from more than 1 paragraph and summarising these	identifying main ideas drawn from more than 1 paragraph, page or chapter and summarising these		summarising the main ideas drawn from more than 1 paragraph, or different parts of the text, identifying key details that support the main ideas	Summarising precisely and presenting the main ideas drawn from more than 1 paragraph, or different parts of the text, identifying key and precise details that support the main ideas
 	identifying how language, structure, and presentation contribute to meaning	identifying how language, structure, and presentation contribute to meaning by discussing and recording layout, organisation and words and phrases authors use precisely for effect to engage and impact on the reader	 	identifying how language, structure and presentation contribute to meaning by exploring the meaning of figurative language and commenting on authors' use of language for effect, for example, precisely chosen adjectives, similes and personification	Identifying and explore how language, structure and presentation contribute to meaning by identifying and discussing how authors USE language for effect, for example precisely chosen noun phrases, idiomatic language and examples of figurative language
			 	identifying grammatical and layout features used by authors, for example rhetorical questions, varied sentence lengths, varied sentence starters and bold or italics used to impact on the reader	Identifying and evaluating grammatical and layout features used by authors, for example rhetorical questions, repetition, varied sentence lengths, varied sentence starters and bold or italics used to impact on the reader
	retrieve and record information from non-fiction	retrieve and record, in a variety of ways, information from non-fiction, cross-checking that selected information is correct		discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	discuss and critically evaluate how authors use language, including figurative language, considering the impact on the reader
	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	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 and building on or offering alternative viewpoints to the suggestions of others		distinguish between statements of fact and opinion	distinguish between statements of fact and opinion, using evidence where appropriate to support judgments
				retrieve, record and present information from non-fiction	retrieve, record and present information from non-fiction in a variety of ways, including verbal and written

				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	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, using evidence to support views where appropriate
				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	Explain, discuss and evaluate 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	provide reasoned justifications for their views, referring to evidence and background knowledge where appropriate

Reading: Content Domains KS2

 18% 7 weeks	 3% 1 week	 38% 14 weeks	 45% 16 weeks
2a: Give / explain the meaning of words in context	2g- Identify/explain how meaning is enhanced through choice of words and phrases.	2b: Retrieve and record information / identify key details from fiction and non-fiction 2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text / explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied 2f- Identify/explain how information/ narrative content is related and contributes to meaning as a whole. (1%) 2h- Make comparisons within the text. (2%)