

## 2022-2023 Bethersden Primary School Reading Progression Document

### Reception Reading Skills Progression

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
TEXTS	<u>Me and My Community</u> The Lion and the Mouse (Usborne First Reading) Once There Were Giants My Mum Superhero Dad <u>Nursery Rhymes:</u> -Miss Polly had a Dolly -Baa Baa Black Sheep <u>Let's Explore</u> Lost and Found Where's Spot? We're Going on a Bear Hunt You Choose Mr Gumpy's Outing My Cat Likes to Hide in Boxes	<u>Marvellous Machines</u> No-Bot the Robot's New Bottom Robot Stories <u>Nursery Rhymes:</u> -Car, Car, Truck, Jeep -There was an Old Woman -1,2,3,4,5 Once I caught A Fish -5 Green Bottles <u>Once Upon a Time</u> Goldilocks and the Three Bears Little Red Riding Hood Cinderella The Three Billy Goats Gruff The Three Little Pigs Snow White and the Seven Dwarfs	<u>Long Ago</u> The Tiger Who Came To Tea One Year with Kipper Rosie's Hat The Babies Catalogue Coming to England Major Glad, Major Dizzy <u>Nursery Rhymes:</u> -Rock a bye baby -Hush Little baby - Hey Diddle Diddle -Twinkle Twinkle <u>Starry Night</u> Peace at Last Whatever Next! How to Catch a Star Owl Babies	<u>Dangerous Dinosaurs</u> If I had a dinosaur Dear Dinosaur Tyrannosaurus drip Little Kids First Big Book of Dinosaurs Cave Baby <u>Nursery Rhymes:</u> -5 Little Dinosaurs -You're a Dinosaur and you know it -Old MacDonald Had a Farm -Dingle Dangle Scarecrow <u>Ready Steady Grow</u> The Gigantic Turnip Jack and the Beanstalk George the Giant Letter	<u>Sunshine and Sunflowers</u> Shark in the Park How does a butterfly grow Errol's garden I can grow a sunflower My Butterfly Bouquet Jump and Shout <u>Nursery Rhymes:</u> -This is My Garden - Growing - Parts of a Plant - The Flower Song - A Little Seed - Five Monkeys Bouncing on the Bed -Down in the Jungle <u>Animal Safari</u> Dear Zoo	<u>Big Wide World</u> Penguin on Holiday Our World: A First Book of Geography All Are Welcome Fatou, Fetch the Water Under the Same Sky Clean Up! <u>Nursery Rhymes:</u> -She sells sea shells -I do like to be beside the seaside -A sailor went to sea <u>On the Beach</u> Lucy and Tom at the Seaside At the beach Who's hiding at the seaside Clem and crab

	Mini Rabbit Not Lost	Rapunzel Beauty and the Beast		Handa's Surprise Rosie's Walk The Red Hen	A First Book of Animals Monkey Puzzle Book of animals- Here we are Animals Homes Little Red and the very hungry lion Monkey and Me The Koala who could	Somebody swallowed Stanley A first book of the sea Hooray for fish Tiddler Come away from the water Shirley
DECODING	<p>Introduce being able to hear and say the initial sound in words.</p> <p>Introduce being able to segment sounds in simple words and blend them together</p> <p>Introduce children being able to know which letters represent some of the sounds; link sounds to letters, naming and</p>	<p>Practise being able to hear and say the initial sound in words.</p> <p>Practise being able to segment sounds in simple words and blend them together</p> <p>Practise being able to know which letters represent some of the sounds; link sounds to letters, naming and</p>	<p>Develop being able to segment sounds in simple words and blend them together</p> <p>Develop being able to know which letters represent some of the sounds; link sounds to letters, naming and sounding the letters of the alphabet</p>	<p>Revise being able to segment sounds in simple words and blend them together</p> <p>Revise reading words and simple sentences</p> <p>Revise reading labels in the environment</p> <p>Practise being able to recognise and read some</p>	<p>Develop being able to segment sounds in simple words and blend them together</p> <p>Develop reading words and simple sentences</p> <p>Develop reading labels in the environment</p> <p>Develop being able to recognise and read some</p>	<p>Challenge being able to segment sounds in simple words and blend them together</p> <p>Challenge reading words and simple sentences</p> <p>Challenge reading labels in the environment</p> <p>Challenge being able to recognise and read some</p>

	<p>sounding the letters of the alphabet</p> <p>Introduce/ practise being able to read their name</p>	<p>sounding the letters of the alphabet</p> <p>Practise being able to read their name</p>	<p>Introduce read words and simple sentences</p> <p>Introduce reading labels in the environment</p> <p>Recognise and read some common exception words</p>	<p>common exception words</p>	<p>common exception words</p>	<p>common exception words</p>
<p>FLUENCY</p>	<p>Introduce being able to recognise and read their name automatically;</p> <p>Introduce being able to join in with a refrain during group recitation;</p> <p>Recite some familiar rhymes and songs by</p>	<p>Introduce being able to read word</p> <p>Practise being able to recognise and read their name automatically;</p> <p>Practise being able to join in with a refrain during group recitation;</p> <p>recite some familiar rhymes and songs by</p>	<p>Reinforce being able to join in with a refrain during group recitation;</p> <p>recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat;</p>	<p>Revise being able to read words and simple sentences</p> <p>Recognise and independently read some common exception words with automaticity.</p> <p>Practise being able to read words and simple sentences</p>	<p>Reinforce being able to read words and simple sentences</p> <p>Reinforce being able to read words and simple sentences</p> <p>Introduce sight-read familiar labels and words in the</p>	<p>Revise being able to read words and simple sentences</p> <p>Introduce sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets</p> <p>Revise being able to read words and simple sentences, showing an understanding by</p>

	<p>heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat;</p> <p>Introduce being able to sing the alphabet with support;</p>	<p>heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat;</p> <p>Practise being able to sing the alphabet with support;</p>	<p>Introduce being able to read words and simple sentences</p> <p>Introduce sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets;</p>	<p>Introduce sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets;</p> <p>Introduce being able to read some common exception words with automaticity.</p>	<p>environment e.g. Class 1, crayons, Toilets;</p> <p>Can read words and simple sentences, showing an understanding by the way they say it.</p> <p>Practise being able to read some common exception words with automaticity.</p>	<p>the way they say it.</p> <p>Revise being able to read some common exception words with automaticity.</p>
VOCABULARY	<p>Introduce choral reading through joining in with repeated words or phrases (eg. Nursery rhymes)</p> <p>Begin to develop vocabulary</p>	<p>Apply choral reading with children joining in with repeated words and phrases</p> <p>Begin to encourage children to talk about what</p>	<p>Apply choral reading encouraging children to join in with repeated phrases with less and less prompting</p>	<p>Challenge children to take a lead in recognising and sharing repeated words and phrases during shared reading</p>	<p>Begin to talk about story vocabulary – particularly around favourite words (eg. Nonsense words or sounds)</p>	<p>Continue to talk about story vocabulary – particularly around favourite words (eg. Nonsense words or sounds)</p>

	recognising key features of an image (shoes, coat, hat etc)	they can see in book illustrations	Encourage language-rich discussion using story prompts and images	Challenge children to make closer pictorial observations using story-specific vocabulary		
INFERENCE	Begin to understand 'why' and 'how' questions using story illustrations: How do you think ___ feels?	Practise answering 'why' and 'how' questions using story illustrations: Why do you think the girl ____?	Practise answering 'why' and 'how' questions using story illustrations: Why do you think the girl ____?	Begin to use story titles and covers to inform inference about a stories theme/focus	Begin to answer 'how' and 'why' questions using information from within the text during shared story time	Practise answering 'how' and 'why' questions using information from within the text during shared story time
PREDICTION	Begin to predict repeated phrases within rhymes and songs	Practise predicting repeated phrases within rhymes and songs	Begin to answer 'what next?' question based on what children have seen and heard in story times	Practise answering 'what next?' questions based on what the children have seen and heard in story times	Challenge children to predict how they think an unfamiliar story might end	Challenge children to predict how an unfamiliar story might end and begin to give reasons
EXPLANATION						

RETRIEVAL	Begin describing the main story events, characters and settings through modelling: who is this story about? where does he/she live? what does he/she do in the story?	Practise describing the main story events, character and settings through modelling: who is this story about? where does he/she live? what does he/she do in the story?	Challenge children to draw on key information from the story during paired/whole class talk	Begin to answer more specific retrieval questions through modelling and group answers: 'find a time ____ was sad/happy'.	Practise answering more specific retrieval questions in class and partner work: 'find a time ____ was sad/happy'	Challenge children to answer basic retrieval questions during their RWI lessons: what colour/how many? etc.
SUMMARY/ SEQUENCE						

## Year 1 Reading Skills Progression

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
TEXTS	Where's My Teddy by Jez Alborough (rhyming story)  <u>Supplementing            reading materials:</u> <ul style="list-style-type: none"> <li>- Wilfrid                Gordon                McDonald                Partridge                by Mem                Fox (CS)</li> <li>- I Want My                Hat Back                by Jon                Klassen</li> <li>- Lost and                Found by                Oliver                Jeffers</li> <li>- We're                going on a                bear hunt                by Michael                Rosen</li> <li>- One Ted                falls out of</li> </ul>	Everyday Materials (Ways into Science) by Peter Riley  <u>Supplementing            reading materials:</u> <ul style="list-style-type: none"> <li>- Three                little pigs                fairytale</li> <li>- The Messy                Magpie –                A Twinkl                original</li> </ul>	The Dancing Turtle By Pleasant DeSpain  <u>Supplementing            reading materials:</u> <ul style="list-style-type: none"> <li>- Topsy and                Tim Visit                London by                Jean and                Gareth                Adamson                (CS)</li> <li>- Non-fiction                texts on                turtles</li> <li>- Non-fiction                texts on                instruments,                the flute</li> <li>- The singing                mermaid by                Julia                Donaldson</li> <li>- Jack and the                Beanstalk;</li> </ul>	The Fish Who Could Wish by John Bush  <u>Supplementing            reading materials:</u> <ul style="list-style-type: none"> <li>- Non-                fiction                texts on                fish</li> <li>- Rainbow                Fish by                Marcus                Pfister</li> <li>- Fidgety                Fish by                Ruth                Galloway</li> <li>- The Magic                Paintbrush                by Julia                Donaldson</li> <li>- The                Booktime                Book of                Fantastic</li> </ul>	A First Book of Fairy Tales retold by Mary Hoffman  <u>Supplementing reading materials:</u> <ul style="list-style-type: none"> <li>- Whiffy Wilson: The Wolf who                wouldn't go to school by                Caryl Hart (CS)</li> <li>- Wriggle and Roar by Julia                Donaldson</li> </ul>	

	<p>Bed by Julia Donaldson</p> <ul style="list-style-type: none"> <li>- Paddington by Michael Bond</li> <li>- Winnie the Pooh by A.A. Milne</li> <li>- Non-fiction texts on bears</li> </ul>		<p>English folktale</p> <ul style="list-style-type: none"> <li>- Tom Thumb (English folktale)</li> </ul>	<p>First Poems</p>		
DECODING	<p>Apply phonic knowledge and skills for half of set 2 sounds</p> <p>Introduce reading accurately by blending sounds in unfamiliar words using the GPCs they know</p> <p>Introduce first 10 common exception words for Y1</p> <p>Introduce reading words of more</p>	<p>Apply phonic knowledge and skills for second half of set 2 sounds.</p> <p>Revise reading accurately by blending sounds in unfamiliar words using the GPCs they know</p> <p>Introduce second 10 common exception words for Y1</p>	<p>Apply phonic knowledge and skills for half of set 3 sounds</p> <p>Practise reading accurately by blending sounds in unfamiliar words using the GPCs they know</p> <p>Introduce the third 10 common exception words for Y1</p>	<p>Apply phonic knowledge and skills for half of set 3 sounds</p> <p>Practise reading accurately by blending sounds in unfamiliar words using the GPCs they know</p> <p>Introduce the last 15 common exception words for Y1</p> <p>Revise the first 30 CEW's</p>	<p>Revise phonic knowledge and skills set 2 and 3 sounds</p> <p>Develop reading accurately by blending sounds in unfamiliar words using the GPCs they know</p> <p>Practise reading all common exception words, encourage speed reading</p>	<p>Practise phonic knowledge and skills set 2 and 3 sounds.</p> <p>Challenge read accurately by blending sounds in unfamiliar words using the GPCs they know</p> <p>Develop reading and pace of common exception words</p> <p>Revise reading contractions</p>



	<p>than one syllable that contain the taught GPCs</p> <p>Introduce reading contractions Introduce words ending in es begin to read aloud accurately books that are consistent with their developing phonic knowledge with support read texts to increase confidence</p>	<p>Revise first 10 common exception words</p> <p>Revise reading words of more than one syllable that contain the taught GPCs</p> <p>Revise reading contractions Practise words ending is es</p> <p>Continue to begin to read aloud accurately books that are consistent with their developing phonic knowledge</p> <p>Read texts to increase confidence Read texts to increase confidence</p>	<p>Revise second 10 common exception words</p> <p>Practise first 10 CEW's Practise reading words of more than one syllable that contain the taught GPCs</p> <p>Practise reading contractions introduce words ending in er</p> <p>Practise reading aloud accurately books that are consistent with their developing phonic knowledge increase word speed to improve fluency</p>	<p>Develop reading words of more than one syllable that contain the taught GPCs Develop reading contractions revise reading contractions introduce words ending in er</p> <p>Practise reading aloud accurately books that are consistent with their developing phonic knowledge further increase word speed to improve fluency</p>	<p>Develop reading words of more than one syllable that contain the taught GPCs Develop reading contractions Practise reading contractions introduce words ending in ing develop reading aloud accurately books that are consistent with their developing phonic knowledge continue to increase word speed to improve fluency</p>	<p>introduce words ending in ing develop reading aloud accurately books that are consistent with their developing phonic knowledge read with fluency</p>
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<p><b>FLUENCY</b></p>	<p>Recognise and join in with 5 predictable phrases</p> <p>Join in with the alphabet song begin to notice sentence punctuation with encouragement re-read favourite books</p>	<p>Recognise and join in with 10 predictable phrases join in with the alphabet song usually recognise sentence punctuation</p> <p>Re-read favourite books showing increased confidence</p>	<p>Recognise and join in with predictable phrases with increasing enthusiasm and individuality</p> <p>Practise saying the alphabet in sequence usually recognise sentence punctuation</p> <p>Re-read favourite books showing an improvement in word fluency</p>	<p>Recite 2 familiar complete rhymes and songs by heart</p> <p>When reading aloud, begin to check to see if something sounds right</p> <p>Re-read a greater range of favourite books showing an improvement in word fluency</p>	<p>Recite 4 familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat confidently join in with the alphabet song</p> <p>When reading aloud check to see if something sounds right Read chosen books confidently for pleasure</p>	<p>Recite another complete rhyme by heart</p> <p>Continue the alphabet from any point</p> <p>Read for meaning within their phonetic understanding including 'reading' punctuation</p> <p>Challenge themselves to read a variety of familiar texts developing fluency</p>
<p><b>VOCABULARY</b></p>	<p>Begin to recognise and join in with repeated phrases in the story</p>	<p>Introduce discussion around unfamiliar/new words and their meanings:</p>	<p>Continue to discuss new words from text and what they mean</p>	<p>Continue to review favourite words in the text and say why they like them</p>	<p>Begin to focus more specifically on discussion around which words best describe the</p>	<p>Challenge children to apply and use new vocabulary in their own writing using word</p>

	Review talking about pictures and words in the story to further understanding	What is a contents page, what is a glossary  Explore the glossary and look up unknown words	Develop discussion favourite words/ phrases  Begin to explore specific words used to describe the setting/ characters/feelings	Develop language-rich discussions through teacher modelling: talking about story features and ideas, asking focussed questions  Continue to join in with repeated phrases in the story	setting, characters, mood etc? (beyond those in the text)  Continue to structure reading lessons allowing for increasingly child-led book discussions	banks/words of the day  Continue to structure reading lessons allowing for increasingly child-led book discussions
Vocabulary questions	<ul style="list-style-type: none"> <li>- What does the word ..... mean in this sentence?</li> <li>- Find a word which means .....</li> <li>- Which word in do you think is the most important? Why?</li> <li>- Which of the words best describes the character or setting?</li> <li>- Which word in this part do you think is the most important?</li> <li>- Why do you think they repeat this word/ phrase in the story?</li> <li>- What words are your favourite and why?</li> </ul>					
INFERENCE	Introduce making some inferences based on the title, cover, blurb and illustrations	Revise making some inferences based on the title and cover of a text	Practise making inferences based on the title and cover of a text  Revise making basic inferences	Develop inference making based on sections of text and what has been told and said so far	Continue to use illustrations to support inference making  Introduce and model inference	Continue to make basic inferences about character's feelings using illustrations

		Begin discussions on whether the book is non-fiction or fiction/ how do they know?	focussing specifically on character's feelings using illustrations	Revise making basic inferences about the character's feelings using illustrations and applying their wider knowledge to support	making based on basic evidence within the text: <i>' _____ is sad because in the story it says she frowned'</i>	Practise making inference from short extracts from the text
Inference questions	<ul style="list-style-type: none"> <li>- What do you think.....means?</li> <li>- Why do you think that?</li> <li>- How do you think. ..?</li> <li>- When do you think. ..?</li> <li>- Where do you think. ?</li> <li>- How does ..... make you feel?</li> <li>- Why did ..... happen?</li> <li>-</li> </ul>					
PREDICTION	Introduce using pictures to show a prediction during whole class discussion and teacher modelling  Begin to make simple predictions based on illustrations/ titles	Develop prediction skills to apply wider knowledge and personal experiences from science topic on 'materials' through whole class discussion	Practise making simple predictions based on illustrations/ titles  Discuss what they think might happen next based on the story so far during collaborative learning	Begin to explain prediction ideas through pictures/ orally/ simple sentence  Make simple predictions based on the story and on their own life experience - What would they have wished for?	Continue to apply own wider knowledge when making inferences  Begin to consider 'what next' within a story developing predictions as the story unfolds guided by	Practise answering 'what next' questions during prediction making allowing opportunities for children to alter their ideas

				Why might ____ wish the same?	teaching modelling: <i>'I thought ____ but now...'</i>	
Prediction questions	<ul style="list-style-type: none"> <li>- Looking at the cover and the title, what do you think this book is about?</li> <li>- Where do you think.....will go next?</li> <li>- What do you think... will say / do next?</li> <li>- What do you think this book will be about? Why?</li> <li>- How do you think that this will end?</li> <li>- Who do you think has done it?</li> <li>- What might.....say about that?</li> <li>- Can you draw what might happen next?</li> </ul>					
EXPLANATION	<p>Introduce the concept of 'opinions' and how people dis/like different things</p> <p>Begin using non-verbal methods of opinion sharing such as class votes, emoji opinions etc.</p>	<p>Begin to observe, discuss and explain the features of a basic non-fiction text: why the book is set out in a certain way/ content page/ index etc → difference with a story</p> <p>Continue to use non-verbal methods of opinion sharing</p>	<p>Begin to make links between events in the text and personal experiences</p> <p>Begin to express their opinions about different characters and their choices: how did the story made them feel? Did they agree with what the Turtle did in the end?</p>	<p>Practise explaining the sections of a story of the story in their own words</p> <p>Continue to immerse themselves in the story, considering their own thoughts and feelings: what would your wish be? Why?</p>	<p>Challenge children to explain the events of a traditional tale in their own words</p> <p>Continue to express opinions about the different characters and events – particular focus on heroes/villains</p>	<p>Challenge children to begin using specific words/phrases from sections of text to support their opinions: <i>'I think ____ is evil because in the story he...'</i></p>

		such as class votes, emoji opinions etc.	Begin to explain parts of a story in their own words during class discussion/ collaborative working		with traditional tales	
Explanation questions	<ul style="list-style-type: none"> <li>- Is there anything you would change about this story?</li> <li>- What do you like about this text?</li> <li>- Who is your favourite character? Why?</li> <li>- Why is the book set out this way?</li> <li>- Is it non-fiction or fiction? How do you know?</li> </ul>					
RETRIEVAL	<p>Begin using pictures to support retrieval of key information</p> <p>Introduce recognising different characters, events, features etc through teacher modelling and class discussion: the main characters are _____, they live in? _____</p>	<p>Begin to answer basic questions about a story in class discussions</p> <p>Revise using images and new vocabulary to support retrieval of key information</p> <p>Introduce the difference in features between fiction and non-fiction texts</p>	<p>Continue to use pictures to support retrieval of key information</p> <p>Practise answering retrieval questions orally and contribute thoughts and ideas in a discussion</p>	<p>Continue to answer questions about a story orally as part of a class discussion</p>	<p>Begin to find key words within short sections of text to answer basic retrieval questions: What colour was..., where did..... why was...</p>	<p>Assess children's ability to listen to and answer questions about a story during whole class reading</p> <p>Practise locating key words from short sections of text when answering basic retrieval questions</p>

<p>Retrieval questions</p>	<ul style="list-style-type: none"> <li>- Who is your favourite character?</li> <li>- Why do you think all the main characters are ... in this book?</li> <li>- Would you like to live in this setting? Why/why not?</li> <li>- Who is/are the main character(s)?</li> <li>- When/where is this story set?</li> <li>- Which is your favourite/worst/ funniest/scariest part of the story?</li> <li>- Is this a fiction or a non-fiction book? How do you know?</li> </ul>					
<p>SUMMARY/ SEQUENCE</p>	<p>Begin to sequence the main parts of story orally using visual prompts to support</p> <p>Discuss what happens at the beginning/ middle and end</p>	<p>Introduce the concept of writing purpose - e.g. non-fiction: to give us information/ to find out about different things etc</p> <p>Develop using visual aids to sequence key events in a story</p>	<p>Practise sequencing the key events of the story orally relying lesson on visual prompts</p> <p>Review the use of time conjunctions during discussion, modelled by teacher – first..., then..., next...</p>	<p>Use role play activities to act story out in small groups assessing children’s ability to recall key information</p> <p>Continue to practise chronological sequencing with increasing accuracy</p>	<p>Begin to retell familiar stories (of increasing length/detail) orally / and in simple written sentences</p> <p>Begin to discuss how events are linked and whether there are similar sequences in other fairy tales</p>	<p>Continue to apply a sense of overview across fairy tales encouraging children to draw links in story structure:</p> <ul style="list-style-type: none"> <li>-the arrival of a villain</li> <li>-happy ending</li> </ul>
<p>Summary/ sequence questions</p>	<ul style="list-style-type: none"> <li>- What happens in the beginning of the story?</li> <li>- Can you number these events in the story?</li> <li>- How/where does the story start?</li> <li>- What happened at the end of the....?</li> <li>- What happened before that?</li> <li>- Can you sequence the key moments in this story?</li> </ul>					

## Year 2 Reading Skills Progression

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
TEXTS	<p><u>Core text:</u>  <i>A Treasury of Nursery Rhymes and Poems</i>  <i>The Owl and the Pussy Cat</i> – Edward Lear</p> <p><u>Supplementing reading materials:</u></p> <ul style="list-style-type: none"> <li>- Hansel and Gretel by Anthony Browne</li> <li>- The True Story of the Three Little Pigs by Jon Scieszka</li> <li>- The Owl Who Was Afraid of the Dark by Jill Tomlinson</li> </ul>	<p><u>Core text:</u>  <i>The Proudest Blue</i>            – Ibtihaj Muhammed</p> <p><u>Supplementing reading materials:</u></p> <ul style="list-style-type: none"> <li>- Women In Science by Rachel Ignatofsky</li> <li>- Little People, Big Dreams texts by Lisbeth Kaiser &amp; Ana Sanfelippo</li> <li>- Billy and the Beast by Nadia Shireen</li> </ul>	<p><u>Core text:</u>  <i>A Seed is Sleepy</i> - Dianna Hutts Aston</p> <p><u>Supplementing reading materials:</u></p> <ul style="list-style-type: none"> <li>- The Lost Words by Robert Macfarlane</li> <li>- Jack and the Beanstalk – traditional tale</li> <li>- Jack and the Baked Beanstalk by Colin Simpson</li> </ul>	<p>Reading comprehension papers</p> <p><u>Supplementing reading materials:</u></p> <ul style="list-style-type: none"> <li>- An Alien in the Jam Factory by Chrissia Sains</li> </ul>	<p><u>Core text:</u>  <i>Alice in Wonderland</i> – Emma Chichester Clark</p> <p><u>Supplementing reading materials:</u></p> <ul style="list-style-type: none"> <li>- Jabberwocky by Lewis Carroll</li> <li>- Information texts and fact files on animals</li> <li>- Queen Elizabeth II by Alison Mitchell</li> <li>- Journey by Aaron Becker</li> </ul>	



<p><b>DECODING</b></p>	<p>Revise and apply phonic knowledge for all 40+ phonemes Read contractions and words containing a range of endings</p> <p>Practise reading Y1 Common Exception Words</p> <p>Re-reading texts/poems to build confidence and fluency.</p>	<p>Continue to apply phonic knowledge, practising blending sounds in words that contain known graphemes. Introduce common suffixes used e.g. -ing, -ed, -er, -est</p> <p>Introduce alternative sounds for graphemes</p> <p>Introduce some Y2 Common Exception Words</p>	<p>Develop phonic knowledge, exploring alternative sounds for graphemes. Revise common suffixes used e.g. -ing, -ed, -er, -est Introduce other suffixes e.g. -ness, -ment</p> <p>Revise Y2 Common Exception Words learnt Introduce more Common Exception Words</p>	<p>Continue to develop phonic knowledge, exploring alternative sounds for graphemes. Practise common suffixes used e.g. -ing, -ed, -er, -est Revise other suffixes e.g. -ness, -ment</p> <p>Practise Y2 Common Exception Words learnt</p>	<p>Reading without overt blending, exploring texts with more sophisticated vocabulary</p> <p>Develop common suffixes used e.g. -ing, -ed, -er, -est Practise other suffixes e.g. -ness, -ment</p> <p>Develop knowledge and application of Y2 Common Exception Words</p>	<p>Continue reading without overt blending, exploring texts with more sophisticated and challenging vocabulary</p> <p>Read further Common Exception Words, consolidating those from Y2 Programme of Study</p>
<p><b>FLUENCY</b></p>	<p>Recite familiar complete rhymes Continue to read aloud, checking that it 'sounds right' and that the text makes sense (From Year 1)</p>	<p>Begin to read unfamiliar words, applying , continuing to apply phonic knowledge</p> <p>Practise reading aloud, checking that the text</p>	<p>Continue to apply and develop phonic knowledge, until automatic decoding has become embedded, building fluency.</p>	<p>Reading accurately and without undue hesitation.</p> <p>Practise reading aloud, checking that the text makes sense as they read,</p>	<p>Continue to read accurately and without undue hesitation.</p> <p>Reading aloud, checking that the text makes sense as they read, developing</p>	<p>Consolidating reading with accuracy</p> <p>Challenge children to read with expression, particularly using dialogue (conversations</p>

	Re-reading favourite books and poems to build fluency	makes sense as they read, introducing minimal overt sounding and blending	Continue to and practise reading unfamiliar words.  Practise reading aloud, checking that the text makes sense as they read, revising minimal overt sounding and blending	practising minimal overt sounding and blending	minimal overt sounding and blending.  Correcting inaccurate reading.  Begin overtly modelling reading with expression encouraging children to identify the strength/weakness of reading aloud	between Alice and the Mad Hatter etc)  Begin self-correcting, identifying inaccurate reading more consistently
VOCABULARY	Explore new vocabulary using word banks and definitions  Discuss favourite words and phrases, identifying rhyming words  Look for repetition of	Continue to explore new vocabulary e.g. <i>hijab</i>  Explore and clarify meaning of words through synonyms e.g. find a word which means to narrow your eyes - <i>squint</i>	Discuss and clarify meaning of new words, beginning to make links to known vocabulary  Broadly delve into author's choice of words using personification e.g. <i>sleepy, secretive</i> etc.	Develop written responses to vocabulary questions	Begin to use a dictionary to explore new vocabulary  To clarify the meaning and use of words and the impact they have e.g. <i>down... down... down... down...</i>	Apply known vocabulary to written responses answering vocabulary questions

	language within a poem					
INFERENCE	Make some inferences, answering 'how' and 'why' questions	Infer basic points with overt evidence (illustrations, using the front and back cover)  Guess the feelings of characters, suggesting reasons for these feelings	Begin to use evidence and quotation from the text to support inferences  Ask and answer questions about a text	Develop written responses to inference questions	Learn about cause and effect e.g. what has prompted a character's behaviour	Continue to develop use of evidence, using quotation from the text to support inferences
PREDICTION	Begin to make simple predictions based on illustrations/ titles	Make predictions based on the illustrations/ front cover/blurb  Predict the plot of the story based on what has been read so far	Discuss what you think may happen to the seeds, beginning to use and apply wider knowledge (their own understanding of what happens to seeds/plants)	Develop written responses to prediction questions	Make written prediction based on basic evidence	Apply wider knowledge to support prediction making  Reflect on predictions made at the end of the story: <i>'At the beginning of the story I thought Alice would...but...'</i>
EXPLANATION	Begin to talk about poems they have heard and	To discuss own opinions and views on a text	Discuss and explain why the author has made certain	Develop written responses to	Explore and explain preference on	Challenge children to identify their favourite

	<p>read and consider why they like/dislike them</p>	<p>Listen to and discuss the opinions of others</p> <p>Begin to discuss why you think the author has made certain choices in vocabulary/ presentation e.g. words in italics</p>	<p>vocabulary choices e.g. <i>a seed is <b>sleepy</b></i></p> <p>Explore and discuss why the author has used different fonts</p>	<p>explanation questions</p>	<p>setting e.g. would you like to live in this setting? Why?</p>	<p>characters and explain why – what do they do? How do they change?</p>
RETRIEVAL	<p>Begin to identify and locate rhyming words, repetition</p> <p>Begin to locate and discuss favourite words and phrases</p>	<p>Review retrieving answers to simple literal who, what, when, where, which, who and how questions</p> <p>Explore wording of a question in order to choose what to look for</p> <p>Begin to scan for key words in short sections of text to locate answers</p>	<p>Scan for key words in the text to locate answers e.g. find the verb/ adjective</p>	<p>Develop written responses to retrieval questions</p>	<p>Begin to remember significant events within a text</p> <p>Begin to use quotations from the text as evidence</p>	<p>Review their own understanding of a story e.g. characters and events</p>

<p>SUMMARY/ SEQUENCE</p>	<p>Practise retelling a story aloud, reciting poetry</p> <p>Revise answering simple 'what happened next?' questions</p>	<p>Practise using visual aids to sequence key events in a story</p> <p>Begin to summarise the text, identifying the moral or message during class discussion – what was the 'proudest blue'? what does the hijab represent?</p>	<p>Discuss and summarise the purpose of the text e.g. information text</p>	<p>Develop written responses to summary questions</p>	<p>Discuss and summarise key events at certain points e.g. what happened after Alice had shrunk?</p> <p>Continue to develop written responses, summarising in a sentences what in the beginning</p>	<p>Develop chronological awareness using sequencing activities: storyboards</p> <p>Develop written forms of summary, using time connectives to sequence events</p>
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## Year Three Reading Skills Progression

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
TEXTS	<p><u>Core Text:</u> Roald Dahl's Revolting Rhymes</p> <p><u>Supplementing Texts:</u> Fabulously Funny Fairy Tale Plays</p> <p>Grimm's Fairy Tales (extracts for comparison)</p> <p>Examples of traditional tales from other cultures</p>	<p><u>Core Text:</u> Stone Age Boy</p> <p><u>Supplementing Texts:</u> Stig of the Dump (extracts)</p> <p>UG</p> <p>The Secrets of Stonehenge</p>	<p><u>Core Text:</u> The Great Kapok Tree</p> <p><u>Supplementing Texts:</u> Rainforest: National Geographic</p> <p><a href="https://www.youtube.com/watch?v=zyOAKLC7fPc">https://www.youtube.com/watch?v=zyOAKLC7fPc</a></p> <p>There's a Rang-Tan in My Bedroom (Greenpeace advert)</p> <p>Jungle Jingles (Dick King-Smith)</p>	<p><u>Core Text:</u> The Pebble in My Pocket</p> <p><u>Supplementing Texts:</u> Volcanoes (Collins Big Cat)</p> <p>Mary Anning Fossil Hunter (Collins Big Cat)</p> <p>Volcano myths and legends (eg. Hawaii)</p> <p>The Volcano – Judi Billcliff</p>	<p><u>Core Text:</u> Roman Tales: The Goose Guards</p> <p><u>Supplementing Texts:</u> Boudicca's Army (I was there) (extracts)</p> <p>Julius Caesar: British History Makers</p>	<p><u>Core Text:</u> The Wind in the Willows (Ladybird Classics)</p> <p><u>Supplementing Texts:</u> The Wind in the Willows (unabridged extracts)</p> <p>Poems of the text:</p> <ul style="list-style-type: none"> <li>- Carol of the Field Mice</li> <li>- Ducks' Ditty</li> <li>- Toad's caravan song</li> </ul> <p><a href="https://www.youtube.com/watch?v=8Xj92sCXfv8">https://www.youtube.com/watch?v=8Xj92sCXfv8</a> <i>The Wind in the Willows</i> musical scenes</p>

						Non-fiction texts about the four key animals
DECODING	<p>Challenge children to read (in isolation and in context) Year 2 common exception words</p> <p>Introduce some words from Year 3/4 exception words list</p> <p>Revise the meaning of 'root word', 'prefix' and 'suffix' and identify examples within reading</p> <p>Practise regularly RWI speed sounds to support decoding of unfamiliar words</p>	<p>Practise reading an increasing number of words from the Year 3/4 exception words list</p> <p>Practise identifying common prefixes/suffixes within reading</p> <p>Practise regularly RWI speed sounds to support decoding of unfamiliar words</p>	<p>Practise reading an increasing number of words from the Year 3/4 exception words list</p> <p>Develop understanding of a range of prefixes/suffixes and how their use alters meaning within a sentence</p> <p>Develop children's use of phonics to support the decoding of unfamiliar words</p>	<p>Challenge children to read (in isolation and in context) an increasing number of words from the Year 3/4 exception words list</p> <p>Develop understanding of a range of prefixes/suffixes and how their use alters meaning within a sentence</p> <p>Develop children's use of phonics to support the decoding of unfamiliar words</p>	<p>Challenge children to read (in isolation and in context) an increasing number of words from the Year 3/4 exception words list</p> <p>Challenge children to consider how the uses of prefixes/suffixes are used/could be used to modify a sentence</p> <p>Challenge children to use their phonological knowledge make effective approximations for the pronunciation of unfamiliar words</p>	<p>Assess children's ability to read words from the year 3/4 exceptions words list</p> <p>Challenge children to consider how the uses of prefixes/suffixes are used/could be used to modify a sentence</p> <p>Challenge children to use their phonological knowledge make effective approximations for the pronunciation of unfamiliar words</p>
FLUENCY	Challenge children to read	Practise reading an increasing	Practise reading an increasing	Challenge children to read (in isolation	Challenge children to read (in isolation	Assess children's ability to read

	<p>on sight the Year 2 common exception words</p> <p>Introduce some words from Year 3/4 exception words list</p> <p>Develop and model the use of segmenting and blending to read unfamiliar words</p> <p>Introduce the importance of fluency and flow through modelled reading and choral reading where appropriate</p> <p>Continue to read ability-appropriate texts (according to AR book level) allowing for</p>	<p>number of words from the Year 3/4 exception words list</p> <p>Practise using segmenting and blending strategies when reading independently</p> <p>Develop the importance of fluency and flow through modelled reading and choral reading where appropriate</p> <p>Continue to read ability-appropriate texts (according to AR book level) allowing for fluent reading and focus on content</p>	<p>number of words from the Year 3/4 exception words list</p> <p>Practise using segmenting and blending to support the reading of new vocabulary</p> <p>Challenge children to read poems and sections of text aloud with a focus on building confidence – expression and volume</p> <p>Continue to read ability-appropriate texts (according to AR book level) allowing for fluent reading</p>	<p>and in context) an increasing number of words from the Year 3/4 exception words list</p> <p>Practise reading aloud using adult-led and paired echo reading</p> <p>Continue to read ability-appropriate texts (according to AR book level) allowing for fluent reading and focus on content</p>	<p>and in context) an increasing number of words from the Year 3/4 exception words list on sight</p> <p>Practise reading aloud using adult-led and paired echo reading</p> <p>Continue to read ability-appropriate texts (according to AR book level) allowing for fluent reading and focus on content</p>	<p>words from the Year 3/4 exceptions words list on sight</p> <p>Challenge children to read poems and sections of text aloud placing a greater focus on fluency of reading and pace</p> <p>Continue to read ability-appropriate texts (according to AR book level) allowing for fluent reading and focus on content</p>
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	fluent reading and focus on content		and focus on content			
VOCABULARY	<p>Practise the skill of reading around unfamiliar words to support meaning making</p> <p>Explore the rhyming in each tale and consider the way vocabulary has been altered to fit the rhyme scheme</p> <p>Develop knowledge of language from the past when exploring Grimm tales</p>	<p>Challenge children to identify and recognise subject-specific language across the texts: iron, bronze, animal skin, cave art, solstice etc.</p> <p>Develop the use of reading around an unfamiliar word when reading independently</p>	<p>Practise using a dictionary to check the meaning of new vocabulary – particular those with thematic links (deforestation, extinction, habitat etc)</p> <p>Practise the use of skimming and scanning of the text for key vocabulary (using paragraphs/short sections)</p>	<p>Challenge children to identify vocabulary that is important in the reader’s understanding of the text – scientific language relating to processes</p> <p>Practise the use of skimming and scanning over texts of increasing length to identify key vocabulary</p> <p>Continue to use a dictionary to check the meaning of unfamiliar terms</p>	<p>Develop and broaden children’s understanding of new vocabulary through exploring relevant synonyms and antonyms</p> <p>Consider the ways in which vocabulary choices help tell the story – eg. feelings and emotions</p>	<p>Assess children’s confidence and competence in adopting strategies to further their understanding of unfamiliar terminology/language</p> <p>Consider the ways in which vocabulary choices help tell the story – eg. feelings and emotions</p>
INFERENCE	Introduce children to the concept of inference making	Practise inference making around character’s thoughts, motives	Practise using specific evidence from the text during book talk	Begin to make inferences around choices made by the author eg. the	Challenge children to use increasing evidence from the text to support	Begin to develop written records of inference making thorough guided

	<p>initially through illustrations and then small sections of text (eg. about the character of Little Red Riding Hood or Cinderella)</p> <p>Begin encouraging discussion and questioning around the choices characters make within the text - should the prince have married the ugly sister? Why did he go back on his word?</p>	<p>and feelings using illustrations and story themes to support (eg. I think Om is happy to have found a friend because...I think the boy must be scared when he sees the bear because...)</p> <p>Continue to encourage to ask questions of themselves and their peers during book talk</p>	<p>to support inference making around character's thoughts, motives and feelings (eg. I think the animals are desperate because... says...)</p>	<p>use of sub-headings, illustrations and diagrams</p> <p>Consider how the structure of non-fiction texts is considered the writer for readability</p>	<p>inference making (eg. Lord Furius cannot be trusted because in the story he has...)</p> <p>Challenge children to questions each other's inference making during discussion – use adult modelling to support:</p> <ul style="list-style-type: none"> <li>- Do you think...?</li> <li>- Could it be...?</li> </ul>	<p>modelling to develop points and provide basic evidence to support (take it in turns to focus on protagonists: Toad, Mole, Ratty and Badger and how their characteristics are developed)</p> <p>Continue to talk around inferences to help further develop ideas during discussion</p>
<p>PREDICTION</p>	<p>Introduce the concept of prediction and why prediction making is important</p>	<p>Begin to formalise prediction making through written records</p> <p>Develop predictions</p>	<p>Challenge children to reflect on and review their prediction making as the story unfolds – what elements of your prediction</p>	<p>Develop prediction making around non-fiction texts with a focus on their unique features: titles, sub-headings,</p>	<p>Begin to justify predictions using evidence from the text – through teacher modelling and whole class discussion</p>	<p>Practise using evidence from the text to support written prediction making</p> <p>Challenge children to reflect on and</p>

	<p>Begin prediction making through discussion around prior knowledge – what do you already know about these fairy tales? What can we assume based on the concept of ‘revolting rhymes’</p> <p>Develop discussion around predictions using book covers and illustrations to support</p>	<p>through collaborative working and discussion – I think...what do you think?</p>	<p>were correct? What do we now know to inform our prediction making?</p>	<p>diagrams, charts, text boxes etc.</p>	<p>Challenge children to reflect on and review their prediction making as the story unfolds – what elements of your prediction were correct? What do we now know to inform our prediction making?</p>	<p>review their prediction making as the story unfolds – what elements of your prediction were correct? What do we now know to inform our prediction making?</p>
EXPLANATION	<p>Introduce discussion around the choices made by the author in subverting these traditional tales – why do you think Roald Dahl has rewritten such well known stories? Why do you think they</p>	<p>Begin to consider <i>why</i> authors and illustrators do what they do – impact on the reader (eg. how did the illustrations in Stone Age make you feel? Were you worried about the</p>	<p>Consider the wider message of the author – focus of a moral within <i>The Great Kapok Tree</i> and the Rang-Tan animation → what has the reader learnt?</p>	<p>Develop an understanding of how the structure and presentation of a text can further a reader’s understanding – specific reference to non-fiction devices and how they help organise</p>	<p>Begin to consider how an author supports the reader across a whole text (eg. how the author changes our opinion of a character throughout the story journey)</p> <p>Develop discussion around how an</p>	<p>Challenge children to explore the story structure and reflect upon whole chapters/entire stories</p> <p>Consider how the book presentation of Toad is similar/different to the musical/TV</p>

	<p>are popular retellings among children your age? Why do you think the Grimm tales are not the same as usual tales told?</p> <p>Consider the use poetic structure and features within the text – rhyme schemes, stanzas, verses etc. Play script structure – speakers, stage directions, dialogue etc.</p>	<p>character? How does the description of Stig make you feel? What do you think about him?</p>		<p>information for the reader</p>	<p>author’s vocabulary choices can change how we feel about a character</p>	<p>show → why have the writers done this? (modelled discussion)</p>
RETRIEVAL	<p>Review the skills of skimming and scanning to support the retrieval of key information across short sections of text</p>	<p>Practise using skimming and scanning to support the retrieval of key information across short sections of text</p>	<p>Introduce the use quotations taken directly from the text as supporting evidence – teacher modelling and orally</p>	<p>Practise using quotations taken from short text extracts when retrieving key information</p> <p>Begin to use non-fiction devices (contents, sub-</p>	<p>Continue to apply skimming and scanning strategies over longer pieces of text</p> <p>Begin to record answers to retrieval questions in written formats – modelling</p>	<p>Challenge children to apply skimming and scanning strategies across whole pages/chapters to retrieve information</p> <p>Practise the recording of</p>

				headings, indexes) to support with locating and retrieving information	full sentence responses etc.  Practise using quotations taken from short text extracts when retrieving key information	retrieval questions, beginning to respond independently in full sentences
SUMMARY/ SEQUENCE	<p>Introduce the concept of summarising/sequencing through class discussion after reading:</p> <ul style="list-style-type: none"> <li>- Who are the characters in this story/poem ?</li> <li>- What different locations are used in the story/poem ?</li> <li>- What happens to ____ in the story/poem ?</li> </ul>	<p>Begin to develop verbal summaries (independent or collaborative) of sections of text (eg. beginning, middle, end)</p> <p>Continue to use book talk to encourage children of all abilities to reflect on what they have read/heard</p>	<p>Begin to develop an awareness of key themes through teacher modelling and discussion – overall ideas: deforestations, conservation etc.</p> <p>Begin to encourage children to recognise the important and less important information as text length increases</p>	<p>Practise forming verbal summaries drawing on information within whole sections of text/chapters</p> <p>Begin to develop note taking strategies (supported using adult models) while reading</p>	<p>Continue to reflect on themes created across whole chapters/texts orally – bravery, trust, teamwork etc.</p> <p>Begin to develop written records for summary using bullet points of important information</p>	<p>Practise writing written summaries of increasing length drawing on information across whole chapters/texts</p>

## Year 4 Reading Skills Progression

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
TEXTS	<p><u>Core Text:</u></p> <p><i>The Firebird</i> by Mairi Mackinnon</p> <p><u>Supplementing reading materials:</u></p> <p>-Mythical creatures from other cultures (contrast)</p> <p>-Stravinsky's Ballet: The Firebird <a href="https://www.youtube.com/watch?v=EC6MmmLKEmA">https://www.youtube.com/watch?v=EC6MmmLKEmA</a></p> <p>-Russian folklore (history/origin)</p>	<p><u>Core Text:</u></p> <p><i>The History Detective Investigates: Anglo-Saxons</i> (or equivalent text)</p> <p><u>Supplementing reading materials:</u></p> <p>-<i>Everything Romans in Britain</i> (or equivalent – contrasting time period)</p> <p>-<i>Beowulf</i> (extracts)</p>	<p><u>Core Text:</u></p> <p><i>Running on the Roof of the World</i> – Jess Butterworth</p> <p><u>Supplementing reading materials:</u></p> <p>-<i>Himalayas Bottom to Top</i> (extracts)</p> <p>-Mountain poems (shape?)</p>	<p><u>Core Text:</u></p> <p><i>Danny the Champion of the World: A Play</i> (adapted from Roald Dahl)</p> <p><u>Supplementing reading materials:</u></p> <p>-Film clips <a href="https://www.youtube.com/watch?v=UD-3fwjzEFs">https://www.youtube.com/watch?v=UD-3fwjzEFs</a></p> <p>-<i>Matilda</i> by Roald Dahl (contrasting theme – family, love etc)</p>	<p><u>Core Text:</u></p> <p><i>Old Possum's Book Of Practical Cats</i> by T.S. Eliot / Axel Scheffler</p> <p><u>Supplementing reading materials:</u></p> <p>- Songs (performances) from the musical <i>Cats</i></p> <p>-<i>Varjak Paw</i> (description) by S.F Said</p> <p>-Cats in Ancient Egypt</p>	<p><u>Core Text:</u></p> <p><i>The Iron Man</i> by Ted Hughes</p> <p><u>Supplementing reading materials:</u></p> <p>- <i>The Coming of the Iron Man</i> by Brenda Williams</p> <p>-<i>The Iron Woman</i> (extracts) by Ted Hughes</p> <p>-Robots</p> <p>-Iron Man (Marvel Comics)</p>

<p><b>DECODING</b></p>	<p>Revise the reading (and meaning) of common exception words and words from the Year 3-4 spelling list taught in previous year</p> <p>Develop pronunciation and meaning of new words within a text</p>	<p>Practise the reading of common exception words and words from the Year 3-4 spelling lists in context</p> <p>Revise and model the use of segmenting and blending when reading unfamiliar words</p> <p>Develop pronunciation and meaning of new words within a text</p>	<p>Practise the use of segmenting and blending when reading unfamiliar words</p> <p>Develop pronunciation and meaning of new words within a text</p>	<p>Challenge children to apply segmenting and blending strategies when faced with increasingly complex/unfamiliar words</p> <p>Develop pronunciation and meaning of new words within a text</p>	<p>Practise independent reading fluency through reading aloud short sections of text</p> <p>Develop pronunciation and meaning of new words within a text</p>	<p>Assess children's ability to sight read age appropriate vocabulary and short pieces of text</p> <p>Develop pronunciation and meaning of new words within a text</p>
<p><b>FLUENCY</b></p>	<p>Practise and consolidate the speeding reading of words from the Year 1-2 spelling</p> <p>Develop and model the use of segmenting and</p>	<p>Practise the speedy reading of words from the Year 3-4 spelling list</p> <p>Practise using segmenting and blending strategies</p>	<p>Challenging children to recognise and speedily read words, sight reading the Year 3-4 spelling list</p> <p>Practise using segmenting and blending to support</p>	<p>Review and model the role of grammar and punctuation features in reading – particularly around phrasing</p>	<p>Challenge children to recite sections (and sometimes whole) poems with an awareness of the listener</p> <p>Practise reading aloud placing a focus on recognising and applying grammar</p>	<p>Challenge children to read and perform a text with a focus on the application of tone, expression and pace</p>

	blending to read unfamiliar words	when reading independently	the reading of new vocabulary		and punctuation features	
VOCABULARY	<p>Develop discussion around the effectiveness of an author's language choices</p> <p>Practise using a dictionary to finding the meaning of new vocabulary</p> <p>Revise the use of thesaurus to find synonyms to support understanding of new vocabulary; particularly to explore the range of adjectives used within the text</p>	<p>Practise using a thesaurus to find synonyms to support understanding of new vocabulary (i.e. invasion, Pagan, kingdom)</p> <p>Introduce the concept of authorial effect and the significance of author word choices, particularly relating to use of repetition and how an image is formed in the reader's mind</p> <p>Revise the use of figurative language and locate the author's use of</p>	<p>Develop understanding of new technical / subject specific language through reading and discussion</p> <p>Develop use of diagrams and context to deepen understanding of new vocabulary</p>	<p>Challenge children to use a thesaurus to demonstrate an increasing understanding of high level vocabulary – apply within context</p> <p>Develop children's understanding of authorial effect – finding and using examples from the text around word choice</p>	<p>Challenging children to independently use a dictionary to check the meaning of increasingly complex words</p> <p>Introduce and apply the use of wider contexts and knowledge to better understand a text (1930s publication)</p> <p>Develop understanding of how language has changed over time, and how language used in older texts differs from language we might use today</p>	<p>Introduce the concept of colloquialism and local dialect and how language choices impact characterisation</p> <p>Challenge children to recognise examples of formality and informality between dialogue, narration and stage directions</p>



		similes and personification			Review poetic features and how they and their impact in the text (rhyme, rhythm and flow)	
INFERENCE	<p>Revise the meaning/purpose of inference and infer character's thoughts, feelings and motives, exploring characters' behaviour through discussion and questioning</p> <p>Develop using of questions - asking and answering simple inference questions based on a character's thoughts, feelings and motives</p>	Introduce reasoned inferences about choices an author has made, i.e. sub-headings, play on words, description, layout	Develop the concept of using evidence from the text to justify inference and begin to use multiple pieces of evidence to strengthen an argument within discussion	<p>Practise independent inference making using drawing on evidence from short sections of text (i.e. within a character/setting description)</p> <p>Challenge children to ask increasing nuanced questions based on the text</p>	<p>Begin to draw inferences from across a whole text (poem) using specific clues from across a text to infer meaning</p> <p>Practise answering specific inference questions independently in writing</p>	Introduce the concept of themes – encourage children to draw thematic inferences, considering how these themes grow and develop throughout a whole text

<p><b>PREDICTION</b></p>	<p>Practise explicit prediction-making relating to a character’s actions (e.g. The king’s apples keep being stolen. What might he try to do?)</p> <p>Introduce the use of justification for ideas using evidence based on what has happened in the text already (e.g. We saw what Prince Dimitri did; what do you think Prince Vassily will do?)</p>	<p>Practise prediction making across a whole text based on cover, blurb, introduction</p> <p>Practise justifying predictions using quotes from the text</p> <p>Begin to review predictions made throughout the reading of the text</p> <p>Begin to make predictions about the text based upon questions, ie: ; What do you think happened next when Sutton Hoo was discovered?</p>	<p>Challenge children to make more general predictions relating to knowledge acquired from a text,</p> <p>Develop and discuss the author’s ‘next steps’</p>	<p>Challenge children to provide increasing evidence to support their prediction making</p> <p>Practise the reviewing and adapting of predictions throughout reading – focusing specifically on what was correct and how the story differed from initial thoughts</p>	<p>Practise making predictions about the meaning of unfamiliar/nonsense words using knowledge of similar words, prior understanding or clues such as illustrations. i.e. Before reading the poem, what do you think a “gumbie cat” is going to be and why?</p> <p>Challenge children to assess the accuracy of their initial predictions after reading</p>	<p>Challenge children to make predictions across a whole text based on cover, blurb, introduction throughout reading identifying areas of (in)accuracy</p> <p>Begin to make thematic predictions based on early events in the story (love, family, good vs evil etc)</p> <p>Challenge prediction making using less explicit evidence/clues from the text, i.e. Where do you think The Iron Man has come from and why?</p>
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		Develop and discuss the author's 'next steps', i.e. We've just read about the Anglo-Saxon invasion of Britain. What do you think the next section will be about and why?				Challenge making predictions through the use of quotes i.e. "I think The Iron Man comes from a scrapyard because it says his head is shaped like a dustbin – it might actually be a dustbin!"
EXPLANATION	Introduce discussion around the role of the author/illustrator – particularly the features of fiction texts such as: paragraphs, chapters, word choices, drawings and colour etc.	Develop an understanding of how structure and presentation furthers an understanding of the text, focussing on devices used within non-fiction texts to assist the reader, i.e. sub-headings, fact boxes etc.  Consider text extracts which	Introduce the significance of authorial effect using short sections of text – 'why the author does the things they do'  Apply an understanding of these features when considering how the text has been made appealing and	Review the use of structure and presentation – this time applied to a play script ☒ make comparisons with the novel and how the text has been adapted by the playwright to suit the performance format  Challenge children to evaluate the effectiveness of stage	Challenge children to consider the structure and presentation of T.S Eliot's poems and how they help inform the reader  Consider the role of the author and the purposeful choices they make, particularly relating to poetic features such as rhyming	Introduce children to the ways in which authorial choices help characterisation – through discussion and debate children should be able to talk about the heroes and villains and how the author has developed them this way

		capture the reader and further their understanding of the text (focus on specific sections of <i>The History Detective</i> )	engaging for the reader	directs and how the author's choices here help the overall performance	structure, rhythm, layout on the page etc.	Challenge children to explore and examine the story structure – sentences, paragraphs, chapters etc.
RETRIEVAL	<p>Practise the retrieval simple pieces of information from a text through class reading and discussion using skimming and scanning strategies</p> <p>Apply their own understanding of the text to ask simple questions to others</p>	<p>Practise the ability competently 'skim and scan' to retrieve relevant information from the text, using non-fiction devices such as sub-headings and diagrams to know confidently where to look</p> <p>Practise recording answers to retrieval questions for fiction and non-fiction texts</p>	<p>Develop ability to find and use relevant quotations from the text when answering questions</p> <p>Begin to answer questions in writing using exact words or sentences from the text</p>	<p>Begin to apply retrieval skills over larger sections of text – developing strategies to organise information</p> <p>Challenge children to answer increasingly complex retrieval questions in a written format using evidence from the text where appropriate</p>	<p>Practise reading fluently and with confidence to retain key information, or know where to look for it within the text based on memory of what has been read</p> <p>Practise drawing information from given questions to support with the retrieval of key information, i.e. Look at Verse 2 of</p>	<p>Assess children' ability to rapidly retrieve information using a range of taught strategies to support</p>

		(including a range of test-style questions presented in different ways)		Challenge children to develop their own retrieval questions drawing on a larger section of text	<i>Growltiger's Last Stand</i> . Find and copy the phrase that tells you what he was wearing.	
SEQUENCING/ SUMMARY	<p>Begin to summarise the events of a chapter within a story, through discussion and role play</p> <p>Revise basic written methods of recording: bullet points or a story map to summarise the events of a short story</p>	<p>Begin to recognise the overall theme of a paragraph using skimming and scanning and develop appropriate sub-headings, i.e. What would be a good title for this page based on what we have read? How would you summarise what this page of the text is about?</p>	<p>Challenge children to answer summarising question with explicit details – in 20 words, in 3 bullet points etc.</p> <p>Develop note-taking relating to a character or setting as a story progresses, then use these notes to summarise what we know so far</p>	<p>Challenge children to develop a summary for text extracts of increasing length (i.e. a whole short story, a chapter etc.)</p> <p>Begin to encourage children to consider how the use of play script features (i.e. stage directions) develop a story and move on the plot</p>	<p>Challenge children to summarise a whole poem, identifying key information about the character or situation described within it</p> <p>Develop skills in summarising trickier texts, where language may be unfamiliar, picking out familiar phrases to build a picture of the overall theme</p>	<p>Assess children's ability to summarise orally/written of a whole text</p> <p>Challenge children to summarise the arc of character throughout the story – events, emotions etc.</p>

## Year 5 Reading Skills Progression

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
TEXTS	<p><u>Core Text:</u></p> <p>The Firework Maker's Daughter – Philip Pullman</p> <p><u>Supplementing reading materials:</u></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/saira-kahn-presents-the-fireworkmakers-daughter/zhxhy9q">https://www.bbc.co.uk/teach/class-clips-video/saira-kahn-presents-the-fireworkmakers-daughter/zhxhy9q</a> (film clips)</p> <p>Firework facts:</p> <p><a href="https://origin.prod.cpsc.gov/s3fs-public/2018_Fireworks_Fact_Sheet.pdf">https://origin.prod.cpsc.gov/s3fs-public/2018_Fireworks_Fact_Sheet.pdf</a></p>	<p><u>Core Text:</u></p> <p>Everything Space: Blast off for a Universe of Photos, Facts, and Fun! - Everything (Paperback)</p> <p><u>Supplementing reading materials:</u></p> <p>Helaine Becker, National Geographic Kids (non-fiction)</p> <p>An Astronaut's Guide to Life on Earth by</p>	<p><u>Core Text:</u></p> <p>The Pied Piper of Hamelin – Robert Browning (poem)</p> <p><u>Supplementing reading materials:</u></p> <p>Film - The Pied Piper of Hamelin (German: Der Rattenfänger von Hameln) is a 1918 German silent drama film directed.</p> <p>Traditional tale – The Pied Piper of Hamelin</p> <p>Poetry – contrasting poetry styles to narrative poems</p>	<p><u>Core Text:</u></p> <p>The Secret Garden - Frances Hodgson Burnet</p> <p><u>Supplementing reading materials:</u></p> <p>Poetry - The seed that grows</p> <p>Film/ Video - 2020 Secret garden film extracts</p> <p>Non-Fiction -Food chains - who eats what?</p> <p>Non-Fiction - Allotment Month By Month: Grow your</p>	<p><u>Core Text:</u></p> <p>Greek Myths: Meet the heroes, gods and monsters of ancient Greece.</p> <p><u>Supplementing reading materials:</u></p> <p>Non-Fiction - 100 facts Ancient Greece</p> <p>Non-Fiction - The ancient olympic games</p> <p>Greek facts - <u>Facts about Ancient Greece for kids   National Geographic Kids (natgeokids.com)</u></p>	<p><u>Core Text:</u></p> <p>Charlotte's Web – E.B. White</p> <p><u>Supplementing reading materials:</u></p> <p>National Geographic spider facts <a href="https://www.natgeokids.com/uk/primary-resource/spider-facts-primary-resource/">https://www.natgeokids.com/uk/primary-resource/spider-facts-primary-resource/</a></p> <p><a href="https://www.youtube.com/watch?v=QWwYt3O-MAo">https://www.youtube.com/watch?v=QWwYt3O-MAo</a> (scenes from Charlotte's Web theatre production)</p>

		Chris Hadfield  BBC Earth website 'Space' <a href="https://www.bbcearth.com/space">https://www.bbcearth.com/space</a>		Own Fruit and Vegetables (DK)		The Spider and the Fly - Mary Howitt  The Sheep-Pig (extracts for comparison) - Dick King-Smith
DECODING	Revise the reading of common exception words and words from the Year 3-4 spelling list taught in previous years  Develop pronunciation and meaning of new words within a text	Introduce the reading of words from the Year 5-6 spelling lists  Revise the uses of prefixes and suffixes and the ways they adapt meaning  Develop pronunciation and meaning of new words within a text	Practise the reading of word from the Year 5-6 spelling list in different contexts  Support children in using knowledge of prefixes and suffixes to read and understand unfamiliar words  Develop pronunciation and meaning of new words within a text	Challenge children to read a wide range of exception words (Year 5-6 spelling list) within different contexts  Practise using morphology to read and understand new words  Develop pronunciation and meaning of new words within a text	Challenge children to read more complex/unknown words using morphology to develop meaning  Develop pronunciation and meaning of new words within a text	Assess children's ability to automatically read words from Year 5-6 spelling list  Develop pronunciation and meaning of new words within a text
FLUENCY	Focus on small sections of text	Use partner -led echo reading to	Use choral reading to model and practise	Begin to read larger sections of text aloud	Continue to read larger sections of	Analyse the approach of an actor

	<p>allowing for re-reading</p> <p>Introduce the use of expression and tone in class read texts and video clips (How does Lila/Lalchand feel when...how is this shown?)</p>	<p>practise and support fluency using short texts – particularly the reading of subject-specific vocabulary (Solar System, rotate, orbit, axis, eclipse etc.)</p>	<p>tone, expression and pace</p> <p>Introduce children to reciting and performing poetry using short stanzas – use of repetition within <i>The Pied Piper of Hamelin</i> to support</p>	<p>allowing for re-reading and familiarisation</p> <p>Practise using taught grammar and punctuation knowledge to support phrasing and intonation when reading aloud (particularly through dialogue between Mary, Dickon and Colin)</p>	<p>text aloud with developing fluency when reading at a glance</p> <p>Challenge children to read aloud developing expression and intonation through the use of punctuation</p>	<p>and consider the impact on the listener (through video clips)</p> <p>Rehearse performance, independently and collaboratively focussing on rhyme, rhythm and pace in poetry reading</p>
VOCABULARY	<p>Review dictionary skills</p> <p>Examine the meaning of new words in a text using a dictionary</p>	<p>Use thesauruses with confined to identify synonyms and use apply</p> <p>Consider synonyms/ antonyms to understand the meaning of new words</p>	<p>Find examples of figurative language within the text</p> <p>Introduce the impact of figurative language on the reader</p>	<p>Introduce how presentation and structure can provide meaning for the reader</p> <p>Introduce the author's word choices and their impact on the reader</p>	<p>Develop ability to read around using the context of a sentence/ paragraph to inform understanding of new vocabulary (myths, Gods, civilisation, columns)</p> <p>Revise the use of a thesaurus</p>	<p>Introduce and comment on the vocabulary choices made by an author</p> <p>Introduce the impact/effect vocabulary choices have on the reader</p>



INFERENCE	Develop inferences about character's thoughts and feelings using supporting evidence from the text	Consider character development throughout the text with references to how inferences have been confirmed/ challenged	Consider themes within a text and evidence to support inferences: magic, promise, honesty, betrayal	Develop written responses to inference questions  Review and examine figurative language to support meaning making	Continue to develop use of quotations to support inferences  Begin to use quotations from the text to support general inference making (PEE)	Apply close observation of subtle or implied details – Introduce significance  Make reference to prior events within the text to support inferences
PREDICTION	Introduce predictions collaboratively – talking about characters and their motives	Use explicit evidence within the text to support prediction making	Begin to make close observations to make more implicit predictions	Justify predictions using evidence from the text	Reflect on earlier predictions and modify ideas as new information is shared	Consider 'what next' for the story considering the characters, setting and events throughout the text
EXPLANATION	Introduce narrative choices made by the author and the impact on them as a reader	Share views and opinions (style, characters, themes) considering evidence from the text	Consider the author's language choices and how impact the reader	Distinguish between fact and opinion in response to features of the text Recognise how structure and presentation further understanding of a text	Consider the author's language choices and how impact the reader	Develop formality of thought sharing within discussion  Recommend books to peers

RETRIEVAL	Confidently 'skim and scan' to retrieve information	Examine larger sections of a text with a focus on application of skimming and scanning for retrieval	Apply retrieval focus to features of the poetic form (rhyming, repetition etc) as well as content	Develop written responses to retrieval questions  Practise competent written recording for retrieval questions – short and longer answers	Develop own questions based on a text – becoming increasingly complex	Participate in group discussion around these questions
SUMMARY/ SEQUENCE	Begin to summarise the main ideas from a larger piece of text: pages, chapters, whole text	Summarise entire sections of text in a set number of words  Recognise key information  Begin to make links with other texts studied (thematic, genre etc) initially through teacher modelling and scaffold as a guide	Develop written forms of summary, applying time conjunctions to sequence events	Continue writing brief summaries of a passage, identifying key information Recognise and prioritise key information  Develop chronological awareness using sequencing activities: flow diagrams, freeze frames etc.	Develop summary through theme, looking for common ideas and how they develop throughout the text	Make thematic links across texts and Introduce similarities/ differences within their progression in a text (friendship, mortality, rebirth, love)

## Year 6 Reading Skills Progression

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
TEXTS	<p><u>Core Text:</u> <i>The Borrowers</i> – Mary Norton</p> <p><u>Supplementing Reading Materials:</u></p> <ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=DpcXLTm50sU">https://www.youtube.com/watch?v=DpcXLTm50sU</a> (film clip)</li> <li>- <i>Giants</i> – Lydia Pender</li> <li>- <i>The Boy who Grew Flowers</i> – Jen Wojtowicz</li> </ul>	<p><u>Core Text:</u> <i>World War One: Unclassified</i></p> <p><u>Supplementing Reading Materials:</u></p> <ul style="list-style-type: none"> <li>- <i>Poems of the First World War</i></li> <li>- Artefacts and records</li> <li>- Pictures books: <i>Peace Lily, Flo of the Somme</i> etc</li> </ul>	<p><u>Core Text:</u> <i>The Highwayman</i> – Alfred Noyes</p> <p><u>Supplementing Reading Materials:</u></p> <ul style="list-style-type: none"> <li>- History of Highwaymen</li> <li>- <i>Romeo and Juliet</i> (balcony scene)</li> <li>- <a href="https://www.youtube.com/watch?v=2zW5zrXpGNQ">https://www.youtube.com/watch?v=2zW5zrXpGNQ</a> (scenes from the Globe)</li> <li>- <i>The Lady of Shalott</i> – Alfred Tennyson (extracts)</li> </ul>	<p><u>Core Text:</u> <i>Rooftoppers</i> – Katherine Rundell</p> <p><u>Supplementing Reading Materials:</u></p> <ul style="list-style-type: none"> <li>- <i>My story: The Titanic</i> – Ellen Emerson (extract)</li> <li>- Information text on Paris</li> <li>- <i>The Man who Walked Between the Towers</i> – Mordicai Gerstein</li> </ul>	<p><u>Core Text:</u> <i>Journey to Jo'burg</i> – Beverley Naidoo</p> <p><u>Supplementing Reading Materials:</u></p> <ul style="list-style-type: none"> <li>- <i>Nelson Mandela: Long Walk to Freedom</i></li> <li>- African poetry</li> <li>- African folk tales</li> <li>- Mandela's inaugural address (1994)</li> </ul>	<p><u>Core Text:</u> <i>Macbeth</i> (play script and abridged narrative) – Shakespeare</p> <p><u>Supplementing Reading Materials:</u></p> <ul style="list-style-type: none"> <li>- <i>Ozymandias</i></li> <li>- Shakespeare an context</li> <li>- <a href="https://www.youtube.com/watch?v=bM3h0Gb2O2Q">https://www.youtube.com/watch?v=bM3h0Gb2O2Q</a> (scenes from the Globe)</li> <li>- <i>A Midsummer Night's Dream</i> (contrasting play)</li> </ul>
DECODING	Revise the reading of common exception words	Introduce the reading of words from the Year 5-6 spelling lists	Practise the reading of word from the Year	Challenge children to read a wide range of exception words	Challenge children to read more complex/unknown	Assess children's ability to automatically read

	<p>and words from the Year 3-4 spelling list taught in previous years</p> <p>Develop pronunciation and meaning of new words within a text</p>	<p>Revise the uses of prefixes and suffixes and the ways they adapt meaning</p> <p>Develop pronunciation and meaning of new words within a text</p>	<p>5-6 spelling list in different contexts Support children in using knowledge of prefixes and suffixes to read and understand unfamiliar words</p> <p>Develop pronunciation and meaning of new words within a text</p>	<p>(Year 5-6 spelling list) within different contexts</p> <p>Practise using morphology to read and understand new words</p> <p>Develop pronunciation and meaning of new words within a text</p>	<p>words using morphology to develop meaning</p> <p>Develop pronunciation and meaning of new words within a text</p>	<p>words from Year 5-6 spelling list Develop pronunciation and meaning of new words within a text</p>
FLUENCY	<p>Practise independent reading fluency using small sections of text allowing for re-reading</p> <p>Review and discuss the use of expression and tone in class read texts and video clips (How do we know how the aunt, Arrietty and Homily feel?)</p>	<p>Introduce fluent reading aloud using partner -led echo reading to practise and support fluency using short texts – particularly the reading of subject-specific vocabulary (ally, alliance, enemy, armistice, propaganda, remembrance)</p>	<p>Practise reading with a focus on tone, expression and pace using choral reading to model</p> <p>Introduce children to reciting and performing poetry using short stanzas – use of repetition within <i>The Highwayman</i> to support</p>	<p>Practise the reading aloud of larger sections of text allowing for re-reading and familiarisation</p> <p>Practise using taught grammar and punctuation knowledge to support phrasing and intonation when reading aloud (particularly through dialogue between Sophie and Matteo)</p>	<p>Challenge children to read larger sections of text aloud with developing fluency when reading at a glance</p> <p>Challenge children to read aloud developing expression and intonation through the use of punctuation (particularly through dialogue between</p>	<p>Develop use of analysis when watching an actor and consider the impact on the listener (through video clips)</p> <p>Practise and rehearse performance, independently identifying areas of fluency and areas requiring further development</p>

					Naledi and her family)	Develop collaborative working to perform short sections of text – some of which by heart (use of witches scene – rhyme and repetition to support)
VOCABULARY	<p>Revise the use of dictionary skills</p> <p>Begin to apply dictionaries to examine the meaning of new words in a text</p> <p>Begin to recognise the use of language from the time and how vocabulary changes over time</p>	<p>Revise the use of a thesaurus</p> <p>Revise synonyms/ antonyms to understand the meaning of new words</p> <p>Introduce understanding and use of subject-specific terminology (ally, alliance, enemy, armistice, propaganda, remembrance)</p>	<p>Practise using synonyms and antonyms to support the understanding of new words</p> <p>Revise the use of figurative language and apply within the text (similes and metaphors)</p> <p>Challenge children to use synonyms to further their understanding of a character</p> <p>Discuss the impact of figurative language on</p>	<p>Revise the use of dialogue within a text and consider how it is used by the author to develop characterisation → the ways in which Sophie, Charles and Matteo develop and evolve</p> <p>Practise identifying and using figurative language to support understanding of language within the text</p>	<p>Practise reading around a word using the context of a sentence/ paragraph to inform understanding of new vocabulary</p> <p>Practise understanding and use of subject-specific vocabulary → using glossary and in text footnotes for names and pronunciation</p> <p>Develop understanding of the impact/effect</p>	<p>Discuss and comment on the vocabulary choices made by an author</p> <p>Challenge children to identify more nuanced points around the impact/effect vocabulary choices can have on the reader</p> <p>Practise and apply the use of language from the time and use of archaic phrases (thee, thou, hath, hast) and</p>

			<p>the reader (what impression do we get of Tim the ostler?)</p> <p>Discuss how presentation and structure can provide meaning for the reader (eg. Repetition and 'riding')</p>		<p>vocabulary choices can have on the reader</p>	<p>contracted forms (ne'er, o'th, thoud'st, were't)</p> <p>Form – use of verse (impact)</p>
INFERENCE	<p>Introduce children to inference making about character's thoughts and feelings using supporting evidence from the text (consider: how Arrietty feels when she is locked in vs going borrowing, how she feels on meeting the boy and finding a friend)</p>	<p>Introduce using illustrations, photos and diagrams to support inferences making about the lives of people in the past</p> <p>Apply wider historical knowledge to supporting evidence</p>	<p>Begin to use quotations from the text to support general inference making using PEEL (point, evidence, explain, link) -</p> <p>Why do you think the King's men go to the inn?</p> <p>Why do you think the Highwayman leaves Bess at the window?</p>	<p>Practise the use of inference making to consider character development throughout the text with references to how inferences have been confirmed/ challenged (consider: impression of Sophie at the beginning of the story vs the end, how Sophie changes her opinion and behaviour towards Matteo)</p>	<p>Practise the use of use of quotations to support inferences</p> <p>Introduce the significance of thematic contexts and how they are used within a text (prejudice, war, love, family, hope)</p>	<p>Practise developing thematic ideas using close observation of subtle or implied details – discuss significance (symbols within the story: weather, magic, dagger, blood etc)</p> <p>Challenge children to build inferences using evidence from across an entire text (more nuanced ideas around transgression of Macbeth and Lady</p>

						Macbeth and evidence of this)
PREDICTION	Develop children's prediction making collaboratively – talking about characters and their motives (do you think Arrietty will listen to her parents? Why/why not? Do you think the boy will expose the borrowers? Why/why not?)	Practise using oral prediction making collaboratively  Introduce the concept of using diagrams and images within a non-fiction text: <i>I predict this is a...I think this because...</i>	Develop the children's use of explicit evidence within the text to support prediction making (eg. the role of Tim the ostler to move on the narrative)  Begin to make close observations to make more implicit predictions (using illustrations as well as text)	Introduce character development and changes to character's throughout the course of the story (consider: impression of Sophie at the beginning of the story vs the end, how Sophie changes her opinion and behaviour towards Matteo)	Practise using prediction to modify earlier thoughts around a character's motives and thoughts (Will the children successfully find their mother? Save their sister?)  Begin to consider 'what next' for the story considering the characters, setting and events throughout the text (focus: wider context – what next for other children like the characters living in South Africa at the time)	Introduce the use of symbols within <i>Macbeth</i> to guide prediction making (the use of pathetic fallacy, blood = guilt, witches prophecies = foreboding)
EXPLANATION	Introduce the role of author and the impact the choices they make have on the reader	Introduce the significance of the author's choices in non-fiction → specifically on the use of page layout in non-	Apply understanding of authorial effect to <i>The Highwayman</i>  Introduce and apply authorial effect within	Discuss and apply personal views and opinions (style, characters, themes) considering	Introduce the concept of fact and opinion in response to features of the text (with references to themes of	Challenge children to develop formality of thought sharing within discussion: <i>I believe that... Shakespeare has...</i>

		fiction texts – why has the author made these choices?	poetry - consider how structure and presentation furthers understanding of the text (reference to the repetition in the text, illustrations and font choices – after death)	evidence from the text  Develop understanding of how the author develops characters (considering reader’s response – how does your impression of Sophie/Matteo develop at different point in the narrative?)	prejudice and discrimination within the story) and how to distinguish between these  - Challenge the views of others considering bias	<i>The form of the play allows for...</i> <i>The characterisation of...</i>
RETRIEVAL	Revise the use of skimming and scanning developing competence across short piece of text to identify key information (focus on key words)	Develop skimming and scanning across larger pieces of a text to examine content	Introduce a focus around the retrieval of poetic features (rhyming, repetition etc) as well as content	Begin to use retrieval techniques to find evidence to support opinions about a characters/significant events in the story	Practise and develop the use of written records for retrieval questions – short and longer answers	Challenge children to ask their own questions based on a text → participate in group discussion around these questions  Practise and develop the use of written records for retrieval questions – short and longer answers
SUMMARY/ SEQUENCE	Develop chronological	Practise summarising entire sections of text	Challenge children to summarise texts of	Develop summarising of the	Develop summary through theme,	Challenge children to make thematic



	<p>awareness using sequencing activities: flow diagrams, freeze frames etc.</p>	<p>in a set number of words → recognising and prioritising key information</p>	<p>increasing length/varying detail</p> <p>Develop written forms of summary, applying time conjunctions to sequence events</p>	<p>ways in which a character has changed and developed through the course of the story</p> <p>Challenge children to and apply evidence to support ideas where appropriate</p>	<p>looking for common ideas and how they develop throughout the text (how the character's perspectives around equality change throughout the text)</p>	<p>links across texts and discuss similarities/ differences and their progression in a text → links with Ozymandias (power, leader etc), gothic elements – castles, weather etc.</p>
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