

Skills & Knowledge Progression: Reading

National Curriculum aims & purpose:	Curriculum intent - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading). It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.</p> <p>Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners when they start school.</p> <p>Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world... All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.</p>	<p>At Bedwell Primary School we aim to make all of our children readers - and we also recognise that this simple statement encompasses a huge range of skills, knowledge and attitudes. We believe that, to achieve this goal, our children need to:</p> <ul style="list-style-type: none"> • have the phonics knowledge necessary to rapidly decode words • combine accuracy, speed and expression to read with fluency • acquire a wide vocabulary and an understanding of the subtleties of language • draw upon a broad base of skills to interpret, analyse and connect with a text • develop the habit of reading widely and often, for both pleasure and information • be exposed to a wide and varied range of quality texts • have the skills needed to explain and justify their thinking, elaborate on their ideas and discuss texts with others <p>This is a broad spectrum of skills, and they clearly cannot (and should not) all be taught at once, and for that reason our approach to the teaching of reading adapts as children move through our school. In Early Years and Year 1, the focus is on phonics, sight words and beginning to develop an understanding of what has been read. By the end of Key Stage 2, teaching focusses more often on the complex skills of inference, deduction and text analysis. Throughout the school, however, our desire is to develop a love of reading and to provide children with regular opportunities to share, discuss and explore their understanding.</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p><u>Literacy - Understanding & Word Reading</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Every subject requires vocabulary and reading. Subjects such as geography, history and science will require a good deal of reading (particularly in older age-groups) in order to learn new facts, and these subjects will also introduce children to a lot of technical, subject specific (Tier 3) vocabulary. • Reading is also fundamental to writing and spelling, and there is a great deal of overlap across these aspects English (and indeed across their skill progressions and leadership). • Mathematical reasoning often draws on reading and understanding of what has been read just as much as maths skills. 	<ul style="list-style-type: none"> • Being introduced to a wide collection of high-quality texts, drawing on a range of authors, time periods, cultures and viewpoints. • Have stories read to them regularly by skilled adults, imbuing a sense of drama and wonder into the events on the page. • Visit (and become a member of) a local library. • Discover favourite authors and stories that they want to read again and again (along with identifying some books they really don't enjoy). • Make their own books and watch other people read them.

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Penny Predictor

Making reasoned predictions about what might happen later in a story, drawing on clues in the text and wider knowledge of common characters and story structures.

Phase:	Progression:	Building blocks:	What this might look like:
Year 1/2	<ul style="list-style-type: none"> I can say what I think will happen at the end of the story I can use clues from the opening and the setting to work out what is going to happen 	<ul style="list-style-type: none"> Foundational phonetic and word reading skills to decode text Experience of lots of stories with similar structures, leading to generalised understanding of plot structures. Understanding of different character types and roles - heroes, villains, leaders, helpers etc. 	<ul style="list-style-type: none"> Looking at cover and talking about what we think might happen in the story. Making links to other stories that might be similar Generalised thoughts on what will happen at the end of the story - will they get home / save the princess / find the puppy etc. Starting to separate 'because that's what I want to happen' from 'I think that will happen because'
Year 3/4	<ul style="list-style-type: none"> I can say what might happen next, using clues in the text I can explain the reasons for my prediction I can suggest what a character might do next, based on their feelings 	<ul style="list-style-type: none"> Developing prosody - ability to read aloud with meaning, building on experience of hearing text being read aloud by skilful adults, echo reading, choral reading, re-reading etc. Understanding of concept of what a good prediction is - a reasoned 'best guess', not what you've imagined or would like to happen. Ability to set out reasons, using 'because' phrases. Comparing likelihood of different possibilities - <i>I think that option A is more likely to happen than option B because...</i> Spotting clues to character feelings in description, speech and actions (Dood Detective skills) 	<ul style="list-style-type: none"> Comparing possible predictions - here are 4 different predictions for what will happen, which do you think is most likely? Why? Highlighting specific words / phrases in the text that make me think that something will happen. Adapting / refining predictions as you move through a text, in light of new clues or plot developments. Linking to similar stories and characters - <i>e.g. in other Roald Dahl stories I know, the child always gets a happy ending and the nasty grown-ups get what they deserve, so I think that will happen here as well.</i>
Year 5/6	<ul style="list-style-type: none"> I can say whether events in the story matched or exceeded my expectations I can return to my predictions and say whether characters behaved in the way I expected 	<ul style="list-style-type: none"> Drawing together clues from different places in the text - cover, blurb, description of setting in first few pages, what character says a few pages later etc. 	<ul style="list-style-type: none"> Returning to predictions at different points in the story and comparing these with actual events. Is what happened better? Return to start after finishing story - were there any clues that we missed? Should we have known that x was going to happen? Do you think that what happened matches what would happen in the real world? Was it supposed to?

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Rex Retriever

Pulling key facts and details from a text, responding to simple retrieval questions (which do not require inference or deduction) and considering why the author has used specific words.

Phase:	Progression:	Building blocks:	What this might look like:
Year 1/2	<ul style="list-style-type: none"> I can explain the title I can find important information I can talk about what characters have said and done I can spot adverbials of time 	<ul style="list-style-type: none"> Foundational phonetic and word reading skills. Recognising core 'ingredients' of a story - main characters, settings, sequenced plot. Identifying which part of a text is the title and knowing why this is important. Knowledge of word classes. 	<ul style="list-style-type: none"> Responding to straightforward <i>who, when, where</i> questions Can you point to the place in the text where it tells us... What word is used to describe...? What do you think is happening in this part of the story? Who is telling this story? How do you know?
Year 3/4	<ul style="list-style-type: none"> I return back to the text to find evidence I can scan for key words I can find information in tables and charts I can use my knowledge of when something happened to find facts 	<ul style="list-style-type: none"> Ability to summarise characters and events (Stevie Summariser skills). Identification of key words that they need to scan for (e.g. names, places or specific nouns). Understanding of how tables and charts can be used to present information (overlapping with maths and science skills). Breaking a text into sections and recalling the order of events - <i>I know that happened about halfway through, so let's start looking there.</i> 	<ul style="list-style-type: none"> Can you find the part in the story where the main character...? Multiple choice questions linked to <i>who, what, when</i>. Find three words that are used to describe... Ordering key events from the story. Find and copy a word or phrase that tells us how the character is feeling. Applying the same skills to non-fiction texts - lots of <i>what, when</i> and possibly <i>how</i>, depending on the text type.
Year 5/6	<ul style="list-style-type: none"> I can say why I think the author has used particular words I can explain how a character has been built-up I can spot how an author shows changes in time, place, viewpoint I can track words and phrases linked to a theme within a story 	<ul style="list-style-type: none"> Identifying headings and sub-headings, and using these to locate specific information. Vocabulary (particularly words used to describe characters and settings) - need to understand shades of meaning between words with similar meaning. Common story themes (e.g. good v evil, coming of age, revenge, love...) 	<ul style="list-style-type: none"> Collect everything we know about this character or setting. Highlight the places in the text where there is a change in time (e.g. move from one day to the next) or place (e.g. one section is at school, next takes place at home). Which 3 words from the text would you chose to describe the character? Why do you think the author chose the word?

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Stevie Summariser

Retelling a story (or summarising a non-fiction text) concisely and in your own words, identifying essential facts and sifting out unnecessary details.

Phase:	Progression:	Building blocks:	What this might look like:
Year 1/2	<ul style="list-style-type: none"> I can say what happens at the beginning, middle and end of a story I can give the order of events I can say how a non-fiction text is ordered 	<ul style="list-style-type: none"> Foundational phonetic and word reading skills. Recognising core 'ingredients' of a story - main characters, settings, sequenced plot (there is a lot of overlap with Rex Retriever skills). Cause and effect - understanding that it matters what order events happen in, and often one thing cannot happen without something else happening first. 	<ul style="list-style-type: none"> Put a set of pictures in order to retell the story. Oral retelling. Tell me 5 things that happened in the story or 5 things about this character. Simplifying a summary - I've summarised the story in a paragraph. Which words can we do without?
Year 3/4	<ul style="list-style-type: none"> I can spot the main ideas in a text I can retell a story, including all the main events I can identify themes in a text (friendship, good v evil, romance...) 	<ul style="list-style-type: none"> Understanding of basic plot structures - beginning with beginning, middle, end and then progressing to more complex structures (eventually meeting non-linear plots in Y5/6). Sifting information to identify core details - what do we have to know to be able to understand the story? Recognising common story themes (e.g. good v evil, coming of age, revenge, love...) 	<ul style="list-style-type: none"> Storyboarding - turning the story into 6 part storyboard / cartoon strip. Which of these 5 summaries of the story we've just read is the best? Why? Summarise the story in no more than 5 sentences / 50 words. Then compare summaries from across the class - what details / facts has everyone included? Which would we say are essential? Tell your partner everything you can remember from the story - you have one minute. After the activity - now your partner only has 20 seconds. What do you need to include?
Year 5/6	<ul style="list-style-type: none"> I can discuss the main ideas from more than one text I can explain both sides of an argument I can identify the purpose of dialogue 	<ul style="list-style-type: none"> Understanding of non-fiction text types (e.g. for discussion, summary will probably be a list of arguments on each side; for recount will be series of events and dates / times). Exposure to multiple texts with a similar theme / topic, so that these can be compared. Vocabulary knowledge - knowing the one word or short phrase that can capture an idea succinctly. 	<ul style="list-style-type: none"> 'Zones of relevance' type activity with common themes - which ones go at centre and describe story well? Which are not right here? Why? How is the character of in this story similar to in a different text (e.g. <i>How is Harry Potter similar to Charlie in Charlie and the Chocolate Factory?</i>) Turning a text into a story map or diagram

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Vinny Vocab

Exploring new words and their meanings, considering why authors choose specific language and identifying words that create a specific mood.

Phase:	Progression:	Building blocks:	What this might look like:
Year 1/2	<ul style="list-style-type: none"> I can say what a word means, using clues in the text to help me I can spot story language such as <i>Once upon a time</i> or <i>happily ever after</i> I can spot good words and say why I liked them 	<ul style="list-style-type: none"> Foundational phonetic and word reading skills. Growing knowledge of root words, prefixes and suffixes in order to suggest the meaning of new words. Exposure to wide range of texts using traditional story language, so that common phrases (e.g. <i>Once upon a time</i>) can be recognised. 	<ul style="list-style-type: none"> Can you find / point to another word in the story that means the same as? What phrases in this story are the same as in the one we read last week? Are there any words in this story that you don't know? What's the 'best' word that the author used in this story?
Year 3/4	<ul style="list-style-type: none"> I can work out what new words mean I can suggest why an author chose a particular word I can identify the words used to link events and ideas together I can spot words which create a certain mood 	<ul style="list-style-type: none"> Knowledge of word classes (especially conjunctions and adverbials). Developing prosody - ability to read aloud with meaning, building on experience of hearing text being read aloud by skilful adults, echo reading, choral reading, re-reading etc. Ability to use context clues to identify what unknown words might sensibly mean (reading on, reading back, using illustrations etc.) 	<ul style="list-style-type: none"> Matching tricky words to meanings. Collecting groups of words in text that have the same meaning. Identifying 5 words that you'd like to magpie to use in own writing. Highlighting conjunctions / adverbials used in the text. What would happen if we changed one of them - e.g. <i>if we replaced soon after with two weeks later, how does the meaning change?</i>
Year 5/6	<ul style="list-style-type: none"> I can work out what new words mean I can suggest why an author chose a particular word I can identify the words used to link events and ideas together I can spot words which create a certain mood 	<ul style="list-style-type: none"> Identifying the mood in a piece of writing - e.g. does it feel scary, happy or exciting? Then discussing and identifying the words that create this feeling. Concept of synonyms and antonyms. Understanding of shades of meaning between similar words (eg. difference between someone being <i>cross</i>, <i>angry</i> or <i>furios</i>). Use of dictionaries and thesauruses. 	<ul style="list-style-type: none"> Collecting words used to describe specific character / setting - what feeling do these words create? Which of them is most interesting / effective? Collecting verbs of speech - what do these words tell us about how characters are feeling? Experiment with replacing with other words - e.g. <i>how would the meaning change if we replaced one of these with 'laughed', 'muttered' or 'shouted'?</i> Exploring word families and their etymology - e.g. <i>I don't know the word auditorium, but I know audience and audible, so I know it must have something to do with sounds and performing...</i>

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Dood Detective

Using inference and deduction to understand how characters feel at specific points in a story and suggesting why they say, do or think particular things.

Phase:	Progression:	Building blocks:	What this might look like:
Year 1/2	<ul style="list-style-type: none"> I can say why a character does something or says something I can spot how a character has changed because of something that has happened I know that different characters have different thoughts & feelings 	<ul style="list-style-type: none"> Foundational phonetic and word reading skills. Understanding of how people behave when they feel a certain way in the real world - <i>e.g. how do people walk and talk when they are angry or sad?</i> Empathy - ability to put themselves in someone else's position and imagine how they might feel in a particular situation. 	<ul style="list-style-type: none"> Starting with picture books, asking how a character feels and how we know. Acting scenes out and talking about the way that characters should move or the way that words should be said. As above, with 2 or 3 characters - do they all feel the same way? Hot-seating - one member of class in roll as a character from the story, and rest of group / class asking them questions.
Year 3/4	<ul style="list-style-type: none"> I can suggest reasons why characters say and do certain things I can think of a time in my life when I was in the same position as a character or felt the same way I can tell the difference between fact and opinion 	<ul style="list-style-type: none"> Vocabulary of feelings - particularly shades of meaning, <i>e.g. the difference between cheerful, happy, delighted and ecstatic.</i> Developing prosody - ability to read aloud with meaning, building on experience of hearing text being read aloud by skilful adults, echo reading, choral reading, re-reading etc. Separating fact and opinion in non-fiction texts. Linking cause and effect - <i>e.g. they were happy, but then they got hurt and now they are sad.</i> 	<ul style="list-style-type: none"> Acting sections of a story out, freeze-framing and 'thought tapping' to explore how characters are feeling at key points. 'Zones of relevance' type activity with feeling words - which ones go at centre and describe this character well? Which go further out? Which don't belong at all? Why? Working in character - writing diary entries or letters home, or imagining phoning a friend to tell them about what happened.
Year 5/6	<ul style="list-style-type: none"> I can explain how and why characters change through a story I can explain why different characters have different opinions and viewpoints I can explain the meaning of figurative language I can spot changes in a character's behaviour and suggest reasons 	<ul style="list-style-type: none"> Ability to set out reasons, using 'because' phrases. Skimming and scanning for particular details - <i>e.g. finding all the adjectives or speech verbs used to describe a character (Rex Retriever skills)</i> Understanding of simile, metaphor, alliteration and other forms of figurative language - <i>what are they, why are they used, what effect do they create?</i> 	<ul style="list-style-type: none"> Adding thought-bubble post-its to illustrations in text. Plotting / graphing a character's (or two characters') feelings across a story - when are they happiest / saddest? Why? Describing or rewriting short sections of a story from a different character's point of view. Which elements stay the same and which change? Would they all describe the same events in the same way? Exploring use of simile and metaphor in poetry - why has the author chosen this comparison? How does it make you feel?

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Ansa Analyser

Investigating the structure of texts, explaining why they have been organised in this way and comparing them with other texts with a similar theme.

Phase:	Progression:	Building blocks:	What this might look like:
Year 1/2	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Foundational phonetic and word reading skills. Understanding the difference between fiction and non-fiction texts. Recognising organisational features - e.g. headings, sub-headings, captions, footnotes, glossary etc. 	<ul style="list-style-type: none"> n/a
Year 3/4	<ul style="list-style-type: none"> I can explain the structure of a non-fiction text and say why it is organised in that way I can compare the plot of different stories I can spot when an author is giving more detail 	<ul style="list-style-type: none"> Break a text down into sections and summarise the purpose of each part (linking to Stevie Summariser skills). Understanding of non-fiction text types and fiction genres (what would we expect these to look like, what language and themes would we expect, what purpose are they written for etc.) Exposure to multiple texts with a similar theme / topic / structure, so that these can be compared. 	<ul style="list-style-type: none"> Labelling the features of non-fiction texts. Give children sections of non-fiction text and ask to organise them in 'best' way, then discuss reasons for choices. Which need to go in a certain order / which could go in a variety of places? Looking at way main characters feel in two different stories - do they go through the same range of emotions? Quickly identifying non-fiction genres - e.g. how do I know this is an instructional text, without needing to read any of it?
Year 5/6	<ul style="list-style-type: none"> I can spot changes in time and genre I can identify similarities and differences in texts with a common theme I can give my opinions about the way stories are resolved 	<ul style="list-style-type: none"> Understanding of use of paragraphs in writing (grouping information for a purpose, not just chopping randomly into chunks). Sifting information to identify core details (again linking to Stevie Summariser skills) - what do we have to know to be able to understand the story, and what is additional description? Knowledge of word classes (especially conjunctions and adverbials). 	<ul style="list-style-type: none"> Comparing multiple versions of the same story (eg. when exploring Greek or Viking myths) - what is the same and what is different? Does the author want us to feel the same way in each version? Exploring texts with unusual structures - e.g. non-linear time or sudden switch in genre. How is this signalled to the reader? Comparing non-fiction texts around a similar theme - which is most useful source of information about x? Why? Linking this to language choices, organisation and factual content. Comparing texts from the same non-fiction genre - e.g. range of biographies - and exploring which is the most useful.