

English Curriculum: Reading and Phonics



End of KS2:

Children will leave St Matthew's as **confident, fluent** and **independent** readers and demonstrate a **love of reading**.

Fresh Start Programme:

1:1 arrangements made for KS2 children to receive a separate intervention to **support struggling readers** to read accurately and fluently with good expression.

Pathways to Read:

Following the **Pathways to Read** methodology, Years 2-6, use the following teaching sequence: whole class shared reading, grouped reading sessions and follow on tasks. Pathways to Read follows a **mastery approach** to learning with three categories of skills developed each half term: ongoing skills, core skills and mastery skills. Many opportunities for **widening children's vocabulary** are given through the **Pathways to Read** approach.

RWI Phonics Programme:

Pupils are supported to **progress rapidly** through **daily phonics teaching** and **1:1 tutoring** (pupils EYFS-Y6) using both RWI and the RWI Fresh Start programme (for older pupils). The RWI programme helps **all** children learn to read **fluently** and at speed so they can focus on developing their skills in **comprehension, vocabulary** and **spelling**.

Stretton St Matthews C.E. Primary School

The English Curriculum: Intent and Vision

"Make it a rule never to give a child a book you would not read yourself."

George Bernard Shaw

At St Matthew's, we believe that a quality Literacy (English) curriculum should **develop children's love of reading, writing and discussion whilst immersing them in the world of literature**. Our staff **inspire children by sharing their own love of literature and writing**. We have a rigorous and well-organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Writing is regularly celebrated and promoted throughout the school year to provide children with a sense of purpose and ownership. In addition to our curriculum, we believe it is important to provide children with experiences and opportunities that allow them to **see writing and literature in action** and apply their own skills and passions.

Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our literacy lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

RWI Phonics Programme

At St Matthew's, pupils learn to read through a synthetic phonics programme called Read Write Inc (RWI). Children start phonics sessions in Reception where they are introduced to simple sounds and the basics of blending - combining sounds to make words. By the time pupils complete Year 1 they are able to blend all the simple and complex sounds in the English language, preparing them for the Phonics Screening Check and giving them the skills to read and understand more and more complex texts fluently.

This approach:

- **Gets children decoding and comprehending quickly.** The special 'three reads' approach ensures that all children gain accuracy, fluency and a good understanding of the text.
- **Ensures children read storybooks and non-fiction books matched to their growing phonic knowledge.**
- **Leaves no child behind.** Initial and on-going assessment to track every child's progress.
- **Prevents downtime.** Direct teaching followed by partner practice means that every child participates in the whole lesson.

Pupils are supported to progress rapidly through daily phonics teaching and 1:1 tutoring (pupils Y1-Y6) using both RWI and the RWI Fresh Start programme (for older pupils). We continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

Five key principles underpin the teaching in all Read Write Inc. sessions:

- 1. Purpose** – know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about
- 2. Participation** – ensure every child participates throughout the lesson. Partnership work is fundamental to learning
- 3. Praise** – ensure children are praised for effort and learning, not ability
- 4. Pace** – teach at an effective pace and devote every moment to teaching and learning
- 5. Passion** – be passionate about teaching so children can be engaged emotionally.

During their phonics lessons, as well as revising and learning new phonic sounds, the children will apply and develop their phonic and reading skills whilst reading a range of phonic books, both fiction and non-fiction. The children are encouraged to develop the ability to read at speed, with fluency and expression, and to read like a 'storyteller'. They also discuss many aspects of the book in order to answer comprehension questions verbally. The content of these books becomes gradually more complex.

All children are assessed regularly. From these assessments, children are grouped into stages, where they work with peers on the same stage.

Phonics Sessions

We start by teaching using the RWI programme to the children in Reception and this continues until they are ready to exit the programme. This means that each child learns how to 'read' the sounds in words and how these sounds can be written down. This is essential for reading, but it also helps children learn how to spell well. We teach children simple ways of remembering these sounds and letters.

The children also practise reading (and spelling) what we call 'tricky words', such as 'once' and 'said'. They practise reading with books that match their phonics and the 'tricky words' they know. They start believing in themselves as successful readers and this does wonders for their confidence.

During phonics lessons, as well as revising and learning new phonic sounds, the children will apply and develop their phonic and reading skills whilst reading a range of phonic books, both fiction and non-fiction. The children are encouraged to develop the ability to read at speed, with fluency and expression, and to read like a 'storyteller'. They also discuss many aspects of the book in order to answer comprehension questions verbally. The content of these books becomes gradually more complex.

All children are assessed regularly. From these assessments children are grouped into stages, where they work with peers on the same stage. These groups are fluid and change as and when the children are ready to progress further into the programme.

Reading Books

We give children books we know they can read. (We read lots of other stories to them, but do not expect them to read these yet.) Before they read the story, they sound out the names of characters and new words, practise reading any of the 'tricky red' words, and tell them a thought-provoking introduction to get them excited about the story.

Then, over three days, children read the story three times: first to focus on reading the words carefully; the second to help them read the story fluently; and on the third, we talk about the story together for example, how characters might be feeling and why. By the time the child reads the story at home, they will be able to read it confidently with expression.

The children take home one 'book bag' book home each week which matches their growing phonics knowledge and this book stays with the child until the following Monday. In addition, children also take home a 'free choice' book to expose them to a wider variety of texts and to develop a love of reading.

What To Teach When

Group		In Speed Sounds lessons teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B		Read 25 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 25+ sounds Blend sounds into words orally
Set 1 Sounds Group C		Read 25 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk
Ditties PCM		Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk) Read 3 sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read Word Time 1.6 and 1.7 (4/ 5 sounds) Phonics Green Words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 Phonics Green Words speedily
Purple		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily
Pink		Read Set 2 Sounds and matching Phonics Green Words Teach Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read all Set 2 Sounds speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2 sounds in Phonics Green Words speedily
Orange		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 2 Sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily
Yellow		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in Phonics Green Words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds speedily Read Set 3 Sounds in Phonics Green Words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds in nonsense words Read multi-syllabic Phonics Green Words speedily Read a passage at 80-90+ words per minute with intonation that shows some comprehension

Fresh Start Programme

On some occasions, children who move to KS2 need to continue to learn their sounds in RWI lessons. Arrangements are made for children to still attend these groups or to receive a separate intervention called 'Fresh Start'. Fresh Start teaches older struggling readers to read accurately and fluently with good comprehension. It is rooted in phonics and uses age-appropriate decodable texts.



Fresh Start What To Teach When

Challenge point		In Speed Sounds lessons, teach students to:	To progress, students should be able to:
Set 1 single-letter sounds		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3	Read first 16+ Set 1 sounds
Blending		Read 25 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.5	Read 25+ sounds Blend sounds into words orally
Word Time 1.1 – 1.5		Read 24 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words
Set 1 Best Friends		Set 1 Best Friends Read words with Best Friends: Word Time 1.5 and 1.6 Read Word Time 1.1 to 1.4	Read all Set 1 sounds speedily including Best Friends Read Word Time 1.5 to 1.6 words (words with Best Friends)
Introductory Module		Review Set 1 sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5	Read Word Time 1.6 and 1.7 (4/ 5 sounds) Phonics Green Words
Modules 1-3		Read Set 2 sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Optional: Spell using Spelling Fingers	Read Word Time 1.6 and 1.7 Phonics Green Words speedily Read Set 2 sounds speedily
Modules 4-13		Teach Set 3 sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Optional: Spell using Spelling Fingers: focus on Set 2 words	Read Set 3 sounds speedily Read assessment passage 1 (Module 16) accurately in under 50 seconds.
Modules 14- 33		Read Set 1, 2 and 3 sounds and matched Phonics Green Words speedily Read multi-syllabic words Optional: Spell using Spelling Fingers: multi-syllabic, Set 2 and 3 words	Read assessment passage 3 (Module 32) accurately in under 40 seconds.

Reading Teaching Sequence and Methodology:

Pathways to Read

Pathways to Read is a programme designed to equip pupils from Year 2 onwards with key skills to move them through the reading process towards becoming competent and fluent readers. To support this approach, clear detailed lesson plans and resources are linked to high-quality texts. Pathways to Read ensures engaging and purposeful reading lessons.

Pathways to Read follows a mastery approach to learning with three categories of skills developed each half term:

- Ongoing skills - linked to text choices and achieved through selection of teaching activities
- Core skills - prediction, vocabulary development and retrieval
- Mastery skills - 2-3 objectives are focused on for pupils to master over the course of the half-term

Every unit consists of six whole class reading sessions following the four-part structure:

- Predict
- Clarify vocabulary
- Read and retrieve
- Read and explain

The core elements of each session are prediction, developing pupils' vocabulary and retrieval. The 'Read and explain' part of the lesson is the mastery focus for the majority of sessions. Each unit of work is expected to last a half term. There are 6 whole class reading sessions provided per unit. One whole class shared reading lesson is taught per week with time after that lesson for a more bespoke grouped read with a smaller number of pupils. In the shared and grouped read, there is a clear teaching focus with the opportunity to master key reading skills in the session and other sessions in the half term.

Whole Class Reading

The whole class session is always taught to all pupils before the grouped read or follow on tasks. The session is around 30 minutes long with roughly 5-10 minutes per section of the lesson. It is taught at a fast pace.

Reading aloud by the teacher is modelled at a suitable (age-appropriate) pace with timers set for pupils to answer questions quickly with a partner. A variety of ways to read is practised and adapted for the needs of individual classes. In autumn, teachers model intonation and pace of reading and this is planned more regularly. As pupils move through the programme, more paired and independent reading in the whole class section will be practised. Teachers also facilitate timed speed reads to develop pace.

These are the recommended reading practices:

- Teacher reads aloud to model intonation and fluency while pupils are following the text.
- Teacher reads aloud to model intonation while pupils are reading aloud alongside the teacher.
- Pupils read in pairs quietly (same or mixed ability) – supportive role to be carried out where appropriate.
- Pupils read the text silently at own pace o Pupils read a section of text in an allocated time to improve fluency.

Pupils work in mixed ability groups and pairs. A clear routine is established with specific places for pupils to sit. Pupils will be asked to work independently, with a partner or in a small group as part of the shared session. Discussion of answers is encouraged and adults facilitate appropriate discussion.

Following this, whole class teaching then has a mastery focus, with a specific focus on the mastery learning and providing pupils with the opportunity for discussion in smaller groups.

These mastery focus sessions are split into 4 parts:

Drawing on what pupils already know Predict/summarise	A short discussion, no more than 5 minutes, linking topic or the theme of the text to prior knowledge. This supports prediction and inference. Pupils should then either summarise previous reading or predict what will happen in the section of text to be read.
Strategy check/ vocabulary	A reading strategy is practised here e.g. visualisation, reading aloud, working out unknown words. Alternatively, vocabulary needed for the section of text may be discussed.
Read for a range of purposes Key question (mastery focus)	This is the section of the lesson for independent reading of the text. Pupils should read on their own with the teacher listening in to 2 or 3 pupils in the session. A key question based on the mastery skills is presented and pupils should answer it on a post-it when they have finished reading.
Discuss understanding	Enjoy this final part of the session by discussing pupils' answers to the key question and addressing any misconceptions. Discuss any further thoughts or queries.

Curriculum Coverage and Mastery Skills

The national curriculum for reading comprehension has been divided into three sections in Pathways to Read: ongoing skills, core skills and mastery skills.

1. Ongoing Skills: taught throughout all reading lessons and within a variety of classroom activities.

Key stage 1 ongoing skills	Key stage 2 ongoing skills
<u>Year 2:</u> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • Recognise simple recurring literary language in stories and poetry • Draw on what they already know or on background information and vocabulary • Check that the text makes sense to them as they read and correct inaccurate reading • Recognise simple recurring literary language in stories and poetry	<u>Year 3 and 4:</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and read for a range of purposes • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • Check that the text makes sense to them and discuss their understanding • Participate in discussion about books <u>Year 5 and 6:</u> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and read for a range of purposes • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Participate in discussion about books • Explain and discuss understanding of reading • Recommend books to peers • Provide reasoned justifications for views

2. Core Skills: pupils are given regular opportunities to fully master these crucial reading skills in each shared session.

Key stage 1 core skills	Key stage 2 core skills
• Predict what might happen on the basis of what has been read so far (1e) • Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a) • Answer and ask questions (1b)	• Predict what might happen from details stated and implied (2e) • Explore the meaning of words in context (2a) • Retrieve, record and present information (2b)

3. Mastery Skills: these are taught as a focus skill in shared and grouped reading sessions.

In every year group (Y2-Y6) in each half term, 2 or 3 mastery skills have been identified as the focus skills to be taught in that unit. Activities and questions based on these reading skills are taught, repeated and practised. Each objective is a focus at least twice across a year.

Key stage 1 skills mastery skills	Key stage 2 mastery skills
• Discuss their favourite words and phrases (1a) • Answer and ask questions (1b) • Introduce non-fiction books that are structured in different ways (1b) • Discuss the sequence of events in books and how items of information are related (1c) • Make inferences on the basis of what is being said and done (1d)	• Summarise the main ideas from more than one paragraph (2c) • Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence (2d) ◦ Identify and discuss themes and conventions (2d) ◦ Distinguish between fact and opinion (2d) • Identify how language, structure and presentation contribute to meaning (2f) • Evaluate authors' language choice, including figurative language (2g) • Make comparisons within and across books (2h)

Recording and Assessment

All pupils have their own Pathways to Read journal/exercise book where they can collate answers to questions. Some of the questions are suitable for a quick fire/whiteboard/post-it note type answer, whereas some need a more detailed explanation or require a tick box/matching lines/number order response. Pupils may be asked to record the mastery skill as a title to these questions using the symbol on the PowerPoints. This gives teachers a quick, at a glance, assessment of a pupil's ability across the reading skills covered.

Teachers also use a reading record to record ongoing responses within the sessions. On one page, the teacher records the group name, date, mastery focus and key question and sticks in all pupils' responses. Teachers make a quick note of any pupils who have answered incorrectly or not been able to use the mastery skill effectively. These pupils are then addressed with further support in the next session. This information provides clear and concise assessment information for making end of term/year judgements and also provides a wealth of information for moderation across classes/year groups.

In KS1, teachers make notes on individual pupils' fluency, types of words being read and verbal responses to some retrieval and comprehension questions. This information is needed to make end of key stage assessments.

Reading assessment grids for each year group have been included in Pathways to Read for teachers to use as a tool to support assessment of groups or individuals. Each grid provides the whole year group curriculum on a single page for ease of reference.

Year 2	Reading - word reading	Reading - comprehension				
		- Develop pleasure in reading, motivation to read, vocabulary and understanding - Listen to, explain and express views about a wide range of contemporary and classic poetry, stories and non-fiction they read themselves and at a level beyond independent reading - Understand both the books that they can already read accurately and fluently and those that they listen to - Participate in discussion about what is being shared in reading and that which is read, taking turns and listening to what others say - Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions				
		Retrieval and sequence (1b and 1c)	Inference and prediction (1d and 1e)	Structure (1b)	Language choice (1a and 1b)	Make connections
	Decode familiar and unfamiliar words using blending as the prime approach: - Apply phonic knowledge to decode words - Begin to decode automatically and read fluently - Blend the sounds in words that contain the graphemes taught so far - Recognise alternative sounds for graphemes - Read accurately words of two or more syllables that contain the same graphemes as above - Read words containing common suffixes - Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Key reading skills: - During reading check that the text makes sense and correct inaccurate reading - Read aloud books closely matched to improving phonic knowledge with greater fluency, sounding out unfamiliar words accurately, automatically and without undue hesitation - Re-read books to build up fluency and confidence in word reading (without overt sounding and blending) Use punctuation to make the reading make sense. Understand the use of apostrophes for singular possession in nouns when reading Use different voices / tone to make the reading fluent and interesting Poetry: - Continue to build up a repertoire of poems learnt by heart reciting them with appropriate intonation Perform individually or together Speak audibly and clearly Use actions and sound effects	Some simple points from familiar texts recalled - Retell a wider range of stories, fairy stories and traditional tales - Discuss the sequence of events and characters in books Identify main events or key points in texts Sequence a range of stories or events and use this to re-enact and retell - Draw on what they already know or on background information provided by the teacher to understand books - Ask questions and find the answers to simple questions in a text Answer literal retrieval questions about the text Use a range of question prompts to generate relevant questions about the text - Discuss how information links in books Talk about the themes and characteristics of a range of texts becoming familiar with a wider range of key stories, fairy stories and traditional tales	Make inferences: - Predict what might happen based on what has been read so far Predict the events of a story based on the setting described in the opening Predict how characters might behave from what they say and do and from their appearance - Make inferences on the basis of what is being said and done Talk about and infer what characters might be thinking or feeling using clues in the text Discuss the reasons for events in a story; use evidence to make some reasoned conclusions Discuss why certain words or phrases make a story funny, scary, exciting	Identify some features of different texts: - Recognise simple recurring literary language in stories and poems - Be introduced to non-fiction books that are structured in different ways Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions) Discuss titles of book and poems Pick out features used to organise books Compare the layout of different texts /books and discuss why they are set out in different ways Read the title, contents page and illustrations and predict what a book is about Pick out features that will help to locate information and explain them Pick out and discuss how punctuation helps to organise text Recognise and use the alphabet to help to locate information in some books Recognise the openings and closings of different stories	Comment on author's use of vocabulary, on preferences and identify basic features of texts: - Discuss and clarify the meanings of words linking new meanings to known vocabulary - Draw on vocabulary provided by the teacher to understand books - Identify and discuss favourite words and phrases Identify where language is used to create mood or build tension Comment on the choice of author's words to make a text funny, scary, exciting Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)	Begin to relate texts to social, historical and cultural traditions: Become increasingly familiar with a wider range of stories, fairy stories and traditional stories Give an opinion about a character's actions e.g. He is cheerful / unkind character Discuss the purpose that the writer is intending e.g. The writer is giving us information, the writer thinks this is not fair Express a preference for a story or text from a selection of those that have been read aloud or read independently Discuss similarities between different fairy stories and traditional tales

Grouped Session Guided Reading Record Sheet	
Group Name:	Date:
Children:	Mastery focus and key question:
Notes and comments:	

Overview of texts: Year 2 to Year 6

Year group	Autumn term		Spring term		Summer term	
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin Genre – Fiction: fantasy, Fiction: fairytale	Above and Below by Patricia Hegarty Genre – Information	The Dragonsitter by Josh Lacey, Real Dragons! by Jennifer Szymanski (National Geographic Kids series) Genre – Recount: emails, Information	Owen and the Soldier by Lisa Thompson The Steadfast Tin Soldier (free online version) Genre – Fiction: story with a familiar setting	Fantastic Mr Fox by Roald Dahl Genre – Fiction: adventure	Grimm's Fairytales (Usborne Books) Genre – Fiction: fairytale
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Sea Book by Charlotte Milner Genre – Information	Ice Palace by Robert Swindells Genre – Fiction: adventure	The Iron Man by Ted Hughes, The Iron Giant (film, 1999) Genre – Fiction: fantasy	The Morning I Met a Whale by Michael Morpurgo, Why would anyone hurt a whale? by The Literacy Company Genre – Fiction: adventure, Information	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney) Genre – Information	Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company Genre – Recount, Fiction: historical/ traditional tale
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister Genre – Fiction: traditional tales	The Train to Impossible Places by P.G. Bell Genre – Fiction: fantasy	DKfindout! Volcanoes by Maria Gill Genre – Information	Ariki and the Island of Wonders by Nicola Davies Genre – Fiction: adventure	Fantastically Great Women who Saved the Planet by Kate Pankhurst Plastic Pollution by The Literacy Company Genre – Recount: biography, Information	A Myth-Hunter's Travel Guide by The Literacy Company Genre – Information
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Goodnight Stories for Rebel Girls by Elena Favilli Genre – Biography	Hansel and Gretel by Neil Gaiman Genre – Fiction: traditional tale	Odd and the Frost Giants by Neil Gaiman Genre – Fiction: myths and legends	Exploring Space by The Literacy Company, Planet Unknown by Shawn Wang (film) Genre – Information, Film	The Last Wild by Piers Torday, Rubbish – a look behind the scenes by The Literacy Company Genre – Persuasion/ information Fiction: contemporary	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin Genre – Fiction: books from other cultures and traditions
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Poems from the Second World War selected by Gaby Morgan, When we were Warriors by Emma Carroll Genre – Poetry, Fiction: historical	Jungle Book by Rudyard Kipling (Macmillan), Martha's Suitcase by The Literacy Company Genre – Fiction: classic Information	The Happy Prince and Other Tales by Oscar Wilde Genre – Fiction: classic	The Explorer by Katherine Rundell, Exploring the Amazon by The Literacy Company Genre – Information, Fiction: contemporary	Great Adventurers by Alistair Humphreys Genre – Information	Sky Chasers by Emma Carroll Genre – Fiction: adventure

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin	Above and Below by Patricia Hegarty	The Dragonsitter by Josh Lacey Real Dragons! by Jennifer Szymanski (National Geographic Kids series)	Owen and the Soldier by Lisa Thompson The Steadfast Tin Soldier (free online version)	Fantastic Mr Fox by Roald Dahl	Grimm's Fairytales (Usborne Books)
	Genre: Fiction: fantasy Fiction: fairytale	Genre: Information	Genre: Recount: emails Information	Genre: Fiction: story with a familiar setting	Genre: Fiction: adventure	Genre: Fiction: fairytale
Ongoing skills: - Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - Recognise simple recurring literary language in stories and poetry - Draw on what they already know or on background information and vocabulary - Check that the text makes sense to them as they read and correct inaccurate reading - Recognise simple recurring literary language in stories and poetry						
Predict: Predict what might happen on the basis of what has been read so far						
Clarify vocabulary: Discuss and clarify meaning of words, linking new meanings to known vocabulary						
Retrieve: Answer and ask questions						
	Mastery focus: Make inferences on the basis of what is being said and done Discuss the sequence of events in books and how items of information are related	Answer and ask questions Introduce non-fiction books that are structured in different ways	Answer and ask questions Introduce non-fiction books that are structured in different ways Make inferences on the basis of what is being said and done	Discuss their favourite words and phrases Make inferences on the basis of what is being said and done	Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done	Discuss their favourite words and phrases Answer and ask questions



Pathways to Read

Overview of objectives – Year 2

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - Recognise simple recurring literary language in stories and poetry - Draw on what they already know or on background information and vocabulary - Check that the text makes sense to them as they read and correct inaccurate reading - Recognise simple recurring literary language in stories and poetry						
Core skills:						
- Predict what might happen on the basis of what has been read so far (1e) - Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a)	✓	✓	✓	✓	✓	✓
Mastery focus:						
Discuss the sequence of events in books and how items of information are related (1c)	✓				✓	
Answer and ask questions (1b)		✓	✓			✓
Make inferences on the basis of what is being said and done (1d)	✓	✓		✓	✓	
Discuss their favourite words and phrases				✓		✓
Introduce non-fiction books that are structured in different ways		✓	✓			

These skills are covered through *Pathways to Write* and *Pathways to Write Poetry* units:

Recognise simple recurring literary language in poetry
Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

**Please note that information in brackets shows where the national curriculum statements link specifically to the end of key stage content domain.*

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Sea Book by Charlotte Milner	Ice Palace by Robert Swindells	The Iron Man by Ted Hughes The Iron Giant (film, 1999)	This Morning I Met a Whale by Michael Morpurgo Why would anyone hunt a whale? by The Literacy Company	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid Up (film clip, Disney)	Egyptian Cinderella by Shirley Climo Wonderful Things by The Literacy Company
	Genre: Information	Genre: Fiction – adventure	Genre: Fiction – fantasy	Genre: Fiction – adventure Information	Genre: Information	Genre: Fiction – historical/ traditional tale Recount
Ongoing skills: - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally - Check that the text makes sense to them and discuss their understanding - Participate in discussion about books						
Predict: Predict what might happen from details stated and implied						
Clarify vocabulary: Explain meaning of words in context						
Retrieve: Retrieve and record information						
	Mastery focus: Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning	Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Identify themes and conventions in a wide range of books Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction	Use dictionaries to check the meaning of words that they have read Identify main ideas drawn from more than one paragraph and summarise Retrieve and record information from non-fiction



Pathways to Read

Overview of objectives – Year 3

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Check that the text makes sense to them and discuss their understanding - Participate in discussion about books						
Core skills:						
- Predict what might happen from details stated and implied (2e) - Explain meaning of words in context (2a) - Retrieve and record information (2b)	✓	✓	✓	✓	✓	✓
Mastery focus:						
Use dictionaries to check the meaning of words that they have read					✓	✓
Identify themes and conventions in a wide range of books	✓		✓			
Discuss words and phrases that capture the reader's interest and imagination(2g)		✓	✓	✓		
Ask questions to improve understanding		✓		✓		
Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d)		✓	✓	✓		
Identify main ideas drawn from more than one paragraph and summarise (2c)	✓					✓
Identify how language, structure and presentation contribute to meaning (2f)	✓				✓	
Retrieve and record information from non-fiction (2b)					✓	✓

These skills are covered through *Pathways to Write* and *Pathways to Write Poetry* units:

Prepare poems and plays to read aloud and perform
Recognise some different forms of poetry

**Please note that information in brackets shows where the national curriculum statements link specifically to the end of key stage content domain.*

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister	The Train to Impossible Places by P.G. Bell	DK Findout! Volcanoes by Maria Gill	Ariki and the Island of Wonders by Nicola Davies	Fantastically Great Women who Saved the Planet by Kate Pankhurst Plastic Pollution by The Literacy Company	A Myth-Hunter's Travel Guide by The Literacy Company by The Literacy Company
	Genre: Fiction: traditional tales	Genre: Fiction: fantasy	Genre: Information	Genre: Fiction: adventure	Genre: Recount: biography Information	Genre: Information
Ongoing skills: - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally - Check that the text makes sense to them and discuss their understanding - Participate in discussion about books						
Predict: Predict what might happen from details stated and implied						
Clarify vocabulary: Give / explain the meaning of words in context						
Retrieve: Retrieve and record information						
	Mastery focus: Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify main ideas drawn from more than one paragraph and summarise	Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction	Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning	Use dictionaries to check the meaning of words that they have read Ask questions to improve understanding Retrieve and record information from non-fiction



Pathways to Read

Overview of objectives – Year 4

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Check that the text makes sense to them and discuss their understanding - Participate in discussion about books						
Core skills:						
- Predict what might happen from details stated and implied (2e) - Explain meaning of words in context (2a) - Retrieve and record information (2b)	✓	✓	✓	✓	✓	✓
Mastery focus:						
Use dictionaries to check the meaning of words that they have read			✓			✓
Identify themes and conventions in a wide range of books					✓	
Discuss words and phrases that capture the reader's interest and imagination (2g)		✓		✓		
Ask questions to improve understanding	✓					✓
Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d)	✓	✓		✓		
Identify main ideas drawn from more than one paragraph and summarise (2c)		✓			✓	
Identify how language, structure and presentation contribute to meaning (2f)			✓		✓	
Retrieve and record information from non-fiction (2b)			✓			✓

These skills are covered through *Pathways to Write* and *Pathways to Write Poetry* units:

Prepare poems and plays to read aloud and perform
Recognise some different forms of poetry

**Please note that information in brackets shows where the national curriculum statements link specifically to the end of key stage content domain.*

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Goodnight Stories for Rebel Girls by Elena Favilli	Hansel and Gretel by Neil Gaiman	Odd and the frost giants by Neil Gaiman	Exploring Space by The Literacy Company Planet Unknown by Shawn Wang (film)	The Last Wild by Piers Torday Rubbish – a look behind the scenes by The Literacy Company	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin
	Genre: Recount: biography	Genre: Fiction: traditional tale	Genre: Fiction: myths and legends	Genre: Information Film	Genre: Fiction: contemporary Persuasion/ Information	Genre: Fiction: books from other cultures and traditions
Ongoing skills: - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Participate in discussion about books - Ask questions to improve understanding - Explain and discuss understanding of reading - Provide reasoned justifications for views - Recommend books to peers						
Predict: Predict what might happen from details stated and implied						
Clarify vocabulary: Explore the meaning of words in context						
Retrieve: Retrieve, record and present information						
	Mastery focus: Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books	Evaluate authors' language choice, including figurative language Identify and discuss themes and conventions Summarise main ideas from more than one paragraph, identifying key details	Make comparisons within and across books Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Summarise main ideas from more than one paragraph, identifying key details Distinguish between fact and opinion Identify how language, structure and presentation contribute to meaning	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning	Evaluate authors' language choice, including figurative language Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify and discuss themes and conventions



Pathways to Read

Overview of objectives – Year 5

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Participate in discussion about books - Explain and discuss understanding of reading - Provide reasoned justifications for views - Recommend books to peers						
Core skills:						
- Predict what might happen from details stated and implied (2e) - Explore meaning of words in context (2a) - Retrieve, record and present information (2b) - Ask questions to improve understanding	✓	✓	✓	✓	✓	✓
Mastery focus:						
Identify and discuss themes and conventions		✓				✓
Make comparisons within and across books (2h)	✓		✓			
Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d)	✓		✓	✓		✓
Summarise main ideas from more than one paragraph, identifying key details (2c)		✓			✓	
Identify how language, structure and presentation contribute to meaning (2f)				✓	✓	
Evaluate authors' language choice, including figurative language (2g)	✓		✓	✓		✓
Distinguish between fact and opinion (2d)		✓			✓	

These skills are covered through *Pathways to Write* and *Pathways to Write Poetry* units:

Learn poetry by heart
Prepare poems and plays for performance

**Please note that information in brackets shows where the national curriculum statements link specifically to the end of key stage content domain.*

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Poems from the Second World War selected by Gaby Morgan When we were Warriors by Emma Carroll	Jungle Book by Rudyard Kipling (Macmillan) Martha's Suitcase by The Literacy Company	The Happy Prince and Other Tales by Oscar Wilde	The Explorer by Katherine Rundell Exploring the Amazon by The Literacy Company	Great Adventurers by Alastair Humphreys	Sky Chasers by Emma Carroll
	Genre: Poetry Fiction: historical	Genre: Fiction: classic Recount/Information	Genre: Fiction: classic	Genre: Fiction: contemporary Information	Genre: Information	Genre: Fiction: adventure
Ongoing skills: - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and reading for a range of purposes - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Participate in discussion about books - Ask questions to improve understanding - Explain and discuss understanding of reading - Provide reasoned justifications for views - Recommend books to peers						
Predict: Predicting what might happen from details stated and implied						
Clarify vocabulary: Explore the meaning of words in context						
Retrieve: Retrieve, record and present information						
Mastery focus:						
	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books Evaluate authors' language choice, including figurative language	Identify and discuss themes and conventions Summarise main ideas, identifying key details Distinguish between fact and opinion	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Evaluate authors' language choice, including figurative language Make comparisons within and across books	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice, including figurative language	Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Distinguish between fact and opinion	Identify and discuss themes and conventions Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Evaluate authors' language choice, including figurative language



Pathways to Read

Overview of objectives – Year 6

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Participate in discussion about books - Explain and discuss understanding of reading - Provide reasoned justifications for views - Recommend books to peers						
Core skills:						
- Predict what might happen from details stated and implied (2e) - Explore meaning of words in context (2a) - Retrieve, record and present information (2b) - Ask questions to improve understanding	✓	✓	✓	✓	✓	✓
Mastery focus:						
Identify and discuss themes and conventions (2d)		✓				✓
Make comparisons within and across books (2h)	✓		✓			
Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d)	✓		✓	✓		✓
Summarise main ideas, identifying key details (2c)		✓			✓	
Identify how language, structure and presentation contribute to meaning (2f)				✓	✓	
Evaluate authors' language choice, including figurative language (2g)	✓		✓	✓		✓
Distinguish between fact and opinion (2d)		✓			✓	

These skills are covered through *Pathways to Write* and *Pathways to Write* poetry units:

Learn poetry by heart
Prepare poems and plays for performance

**Please note that information in brackets shows where the national curriculum statements link to the end of key stage content domain.*

Progression in Reading Skills: Meaning of Words

Clarify vocabulary: progression in meaning of words				
Year group	National curriculum	Skill progression	Questions	
1	Discuss word meanings, linking new meanings to those already known	• Draw on vocabulary provided by the teacher to understand books • Discuss word meanings, linking new meanings to those already known • Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases • Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum • With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house	Which word tells you that the character is happy/sad/worried etc? Point to the word that shows... Find a word that tells us about the...(setting e.g. house, woods, bridge etc) Can you think of another word for...? (Give examples of synonyms) Can you find the rhyming word? What other words rhyme with this? Predict the pattern. Which words tell us this is a story? Which words have you seen in stories before? Can you find any patterns in the words? Are any repeated? Write down one word... Tick one box... Match a line to...	
2	Discuss and clarify the meanings of words, linking new meanings to known vocabulary	• Discuss and clarify the meanings of words linking new meanings to known vocabulary • Draw on vocabulary provided by the teacher to understand books • Identify and discuss favourite words and phrases • Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly	Find and copy two words which tell you how the character....? Find and copy one word that shows the character is upset/angry/happy etc (Statement)... This means that the Tick one box. What makes character feel....? Tick one event. It was difficult to.....Find and copy one word that tells you this. Circle two words in the text that tell you... Select a word that shows... Which word / phrase... What do the words (quote from text) mean? What does (quote from text) tell you about the character / setting? What does the word.... tell you about...? What are the repeated phrases in this story/ text? Why is it repeated? Can you think of another word for ____? Which word on this page means the same as....? What does... mean in this sentence? Which keyword(s) tell you about the character and/or setting?	

Clarify vocabulary: progression in meaning of words



Year group	National curriculum	Skill progression	Questions
3	Explore the meaning of words in context	- Discuss understanding and identify the meaning of words in context - Use dictionaries to check the meanings of words they have read - Discuss words and phrases that capture the reader's interest and imagination	Find and copy one word which shows that... What does... mean in this sentence? What do the words ... mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means... What does the word ____ tell you about...? Choose the best words to match the description (multiple choice x 4) Find and copy one word that shows the character is upset/angry/happy etc Circle two words in the text that tell you... Select a word that shows... Which keyword(s) tell you about the character and/or setting? Use the dictionary to find the meaning of the word... Use the dictionary to find other words that mean the same as
4	Explore the meaning of words in context	- Discuss understanding and identify the meaning of words in context - Use dictionaries to check the meanings of words they have read - Discuss words and phrases that capture the reader's interest and imagination	Find and copy one word which shows that... What does... mean in this sentence? Find and copy a group of words that means the same as ... What do the words ... mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means... Why is the word ____ in inverted commas? What does the word ____ tell you about...? Choose the best words to match the description (multiple choice x 4) Use the dictionary to find the meaning of the word... Use the dictionary to find other words that mean the same as

Clarify vocabulary: progression in meaning of words



Year group	National curriculum	Skill progression	Questions
5	Explore the meaning of words in context	Discuss understanding and identify the meaning of words in context	Find and copy one word which shows that... Find two words or phrases that make the passage seem... What does... mean in this sentence? Find and copy a group of words that means the same as ... What do the words ... mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means... Why is the word ____ in inverted commas? What does the word ____ tell you about...? Choose the best words to match the description (multiple choice x 4) The writer has used the simile / metaphor... What does this mean? How can we describe... using similes/ metaphors? Which keyword(s) tell you about the character/ setting/ mood? Find similar words that (different) authors use to convey information (non-fiction texts). What other words or phrases could the author have used?
6	Explore the meaning of words in context	Discuss understanding and identify the meaning of words in context	Find and copy one word which shows that... Find two words or phrases that make the passage seem... What does... mean in this sentence? Find and copy a group of words that means the same as ... What do the words ... mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means... Why is the word ____ in inverted commas? What does the word ____ tell you about...? Choose the best words to match the description (multiple choice x 4) The writer has used the simile / metaphor... What does this mean? How can we describe... using similes/ metaphors? Which keyword(s) tell you about the character/ setting/ mood? Find similar words that (different) authors use to convey information (non-fiction texts). What other words or phrases could the author have used?

Progression in Reading Skills: Retrieval

Progression in retrieval				
Year group	National curriculum	Skill progression	Questions	
1	Explain clearly their understanding of what is read to them Recognise and join in with predictable phrases	• Draw on what they already know or on background information from the teacher to understand books • Identify the main character in a story or the subject of a non-fiction text • Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales • Identify main events or key points in texts • Answer literal retrieval questions about the text	Who is/are...? Who is the main character? What is...? What is this information book about? What happened to... at the end? What happened when...? Where did...go? Name two places. Which two...? Write one... List... Match... Can you tell us about your favourite book / part of the book? Explain why you like it. Are these statements true or false?	
2	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Discuss how items of information are related Answer and ask questions	• Draw on what they already know or on background information from the teacher to understand books • Ask questions and find the answers to simple questions in the text • Answer literal retrieval questions about the text • Use a range of question prompts to generate relevant questions about the text • Recall simple points from familiar texts • Identify main events or key points in texts	Which two...? List... Match... Underline / highlight... Choose... Give one reason... Find a description of... Can you tell us about your favourite book / part of the book? Explain why you like it. Draw four lines to match (statement). Why did...? What did...? Where did...? When did...? Choose one of the multiple-choice options to complete the sentence. Who are the characters? Who is telling the story? Who did...? Who (drives)...? Where are/do...? Where is the story set? What happened...? What did / do / does / are...? Does this story remind you of any others? Have you read any other stories that have similar... to this one? What did the story remind you of? Are there similar themes? (naughty characters, castles, good characters) Can you explain what has happened? Do you think this book is trying to give the reader a message? What is it? Are these statements True or False? Can you explain what has been read to you? What are the ___ for? Match the sub-heading to the section Where would you find information about...?	

Progression in retrieval



Year group	National curriculum	Skill progression	Questions
3	Ask questions to improve their understanding of a text Retrieve and record information from non-fiction	- Ask questions and find answers to simple questions in a text - Retrieve and record information from non-fiction - Answer literal retrieval questions and locate the information in the text - Locate information using skimming - Use a contents page and an index page to locate information	List... Match... Underline / highlight... Choose... What is...? Why had...? Who else...? What event...? Why do...? Why has...? Where is? Give one... Name two... Tick... Two columns. Which two...? Where is the contents page/ index/ chapter on...? Give one reason... Find a description of... Can you tell us about your favourite book / part of the book? Explain why you like it. What are the ___ for? How do the sub-headings make the text easier to read? Match the sub-heading to the paragraph Can you explain how information is related in this book? Where would you find information about...? What is one (name) that _____ have been called? Why is the word ___ in bold print / italics? What features could a ___ text have?
4	Ask questions to improve their understanding of a text Retrieve and record information from non-fiction	- Ask questions and find answers to simple questions in a text - Retrieve and record information from non-fiction - Extract information from the text - Locate information using skimming and scanning - Decide on a question that needs answering and locate the answer in a non-fiction book - Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)	Which two...? What is...? Why had...? Who else...? What event...? Why do...? Why has...? Where is? List... Match... Underline / highlight... Choose... Give one... Name two... Tick... Two columns. Where is the contents page/ index/ chapter on...? Give two reason... Find a description of/ a piece of text relating to... Find and copy two things... What are the ___ for? How do the sub-headings make the text easier to read? What is the purpose of the illustrations/diagrams/fact boxes? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about...? What is one (name) that _____ have been called? Why is the word ___ in bold print / italics? What features could a ___ text have? Number these facts in order of importance.

Progression in retrieval



Year group	National curriculum	Skill progression	Questions
5	Ask questions to improve their understanding Retrieve, record and present information from non-fiction	- In non-fiction, retrieve, record and present information - Ask questions and find the answers to questions in a text - Extract increasingly complex information from the text - Plan what information needs to be found with guidance - Make simple notes - Apply information retrieval skills across the curriculum	What is...? Why had...? Who else...? What event...? Why do...? Why has..? Give one... Name two... Explain why... Two columns. Tick either based on a question How do people feel about the...? Which words would best complete (statement) 4 tick boxes Look at the _____. Who.....? What is happening after/before...? True or false – table of 4 statements What is the name of.....? Why is it important for... ? tick one Complete the table (headings with a series of bullet points requiring retrieval from the text) Where did (character) find the? Give two pieces of evidence that... Number these (5) facts in the order that they happen. How did _____ react when....? What was one effect of...?
6	Ask questions to improve their understanding Retrieve, record and present information from non-fiction	- In non-fiction, retrieve, record and present information - Ask questions and find the answers to questions in a text - Extract complex information from the text - Use quotations to illustrate ideas - Plan and decide independently what information needs to be searched for - Make appropriate notes from research using a variety of sources - Apply information retrieval skills across the curriculum	What is...? Why had...? Who else...? What event...? Why do...? Why has..? Give one... Name two... Explain why... Two columns. Tick either based on a question. What conclusion does ... draw from this? How do people feel about the...? Which words would best complete (statement) 4 tick boxes Look at the _____. Who.....? What is happening after/before...? True or false – table of 4 statements Why is it important for... ? tick one Complete the table (headings with a series of bullet points requiring retrieval from the text) Where did (character) find the? What do _____ spend time doing? Give two pieces of evidence that... Number these (5) facts in the order that they happen. How did _____ react when....? What was one effect of...? What does the poet ask....? What evidence is there that this was written for...? How does the writer show they had mixed feelings about...?

Progression in Reading Skills: Summarising / Sequencing

Progression in sequencing/summarising				
Year group	National curriculum	Skill progression	Questions	
1	Retell key stories, fairy stories and traditional tales, and consider their particular characteristics	Sequence a simple story or event and use this to re-enact and retell Identify main events or key points in texts	Order events – beginning, middle end. Sequence pictures from the story. Sequence sentences from the story. Freeze frame main events in order. Use props and prompts to retell the story. Who is the main character? List 3 things that happen to the character. Match pictures to simple summaries. What is the main event? What is the information telling us?	
2	Discuss the sequence of events in books and how items of information are related Retell a wider range of stories, fairy stories and traditional tales	Identify main events or key points in texts Sequence a range of stories or events and use this to re-enact and retell	Think about the whole story... Can you retell the story? Sequence pictures from the story. Retell the events in one sentence per picture. Can you tell the main events from the story in ___ sentences / words? What happened first? Which event happened first? What happens next? What were the main events? Discuss their importance. What is the main event in the story? Can you order the main events? Number the event in order. What are the key points in this information text? What is this paragraph of information telling us? Sum up in one sentence. Highlight the text every time you see the word _____. Ranking activities.	
3	Identify main ideas drawn from more than one paragraph and summarise these	Identify main ideas within a text or within a paragraph and summarise these	Can you number these events 1-3 in the order that they happened? Can you order these 4 sections of text? Retell the 3 main events in the story. List 3 words to describe what the story is about. List 3 words about the character. Match one word to a section of text. What does the first sentence in the paragraph/sub-heading/title tell us? 1 minute timer. Highlight the text every time you see the word _____. Match the sub-heading to the main text.	

Progression in sequencing/summarising



Year group	National curriculum	Skill progression	Questions
4	Identify main ideas drawn from more than one paragraph and summarise these	Identify main ideas within a text or within a paragraph and summarise these	Can you number these events 1-4 in the order that they happened? Order the sections of text. Retell the negative/positive events in the story. Can you summarise in a sentence what this paragraph tells us? Match one word to summarise each paragraph? Use 5 words to describe what the story is about. Can you summarise the character in three words? Match one word to a section of text. What does the first sentence in the paragraph/subheading/headline tell us? Match the sub-heading to the main text. 1 minute timer. Highlight the text every time you see the word _____.
5	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Use the skills of skimming and scanning to identify key ideas	Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in ___ words? Can you summarise the character in three words? Match one word to a section of text. What does the first sentence in the paragraph tell us? Scan the text for _____ (word) What can you tell about _____? What is the main idea? Skim the paragraph (read quickly and only the important words) Give a 10 word summary of the paragraph. Choose 5 words which summarise the meaning of the text/paragraph.
6	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Use the skills of skimming, scanning, text-marking and note taking to identify key ideas	Which section of the text is likely to inform readers that... Which of the following would be the most suitable summary of the whole text? (give options to choose from) Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in ___ words? The character in three words? Skim the text. Start with sub-heading/headlines/titles/topic sentences. What is this text about? List 3 words. Scan the text for e.g. dates/character names/setting names etc. What does this section of text tell us about _____?

Progression in Reading Skills: Inference

Progression in inference				
Year group	National curriculum	Skill progression	Questions	
1	Being encouraged to link what they read or hear read to their own experiences Make inferences on the basis of what is being said and done	- Give some reasons why things happen or characters change - Begin to express a view and use evidence in the text to explain reasons Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)	Match thoughts and feelings to the story event How did _____ feel? How can you tell that? How did (character) react when....? Why did (character) do _____? In which part of the story did (character) feel happy? Which is your favourite part of the story/text? Explain why. Who is your favourite character and why? What in the text suggests that (character) is not very happy? What does this tell us about how (character) is feeling?	
2	Make inferences on the basis of what is being said and done	- Talk about and infer what characters might be thinking or feeling using clues in the text - Discuss the reasons for events in a story; use evidence to make some reasoned conclusions Discuss why certain words or phrases make a story funny, scary, exciting	How did (character) feel when...? What did (character) describe as ...? Why did...? Look at page... Why was (character) sad/happy/laughing? How can you tell? How do we know...? Why is ... important? Quote. What does this tell us about how the character is feeling? Quote. What else in the text tell us...? What suggests that...? Give two things. How does the story show that (character) was clever/ angry/ happy? Which words in this story make it funny?	

Progression in inference



Year group	National curriculum	Skill progression	Questions
3	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	- Discuss the actions and relationships of the main characters and justify views using evidence from the text - Discuss the relationship between characters based on dialogue - Use clues from action, dialogue and description to establish meaning Identify themes and conventions in a range of books	How did (character) feel when...? What did (character) describe as ...? Why was (character) sad/happy/laughing? How can you tell? What impression do you get of....? How do you feel about (character)? Why? What is the relationship between (character) and (character)? "Speech quote" – what does this say about the character? "Speech quote" – what does this say about the relationship between the two characters? How did (character) feel at (point in the story)? How does (character) feel in this setting? Choose words which support your view. What suggests / implies that... Give two things. What is the mood in this setting? Which words suggest this? What is the main theme in this story? (e.g. good over evil, weak over strong, friendship, magic) What is the main theme of this information? What are the magical objects in these stories? What is similar/different? How can you tell that... Give one piece of evidence. Explain two ways... using evidence from the text to explain your answer.
4	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	- Empathise with different characters' points of view (implicit and explicit) - Identify the use of descriptive and expressive language to build a fuller picture of a character - Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings - Discuss the relationship between what characters say and do - do they always reveal what they are thinking? - Discuss, moods, feelings and attitudes using inference and deduction Identify themes and conventions in a wide range of books	(Quote) What else in the text tells us that...? What impression do you get of....? How do you feel about (character)? Why? How was the character feeling at (point in the story) and how do you know? (Quote) Why does she (action)? What dilemma did (character) face in the beginning/middle/end of the story? What did he/she decide to do? Why? What would you do? How did (character) respond in the dilemma? How did (character) feel in the dilemma? What is the relationship between (character) and (character)? "Speech quote" – what does this say about the character? "Speech quote" – what does this say about the relationship between the two characters? What attitude does (character) have towards (character)? What suggests / implies that... Give two things. What is the mood in this setting? Which words suggest this? Who is the hero/villain/victim/champion in the story? How do you know? How can you tell that... Give one piece of evidence. Give two reasons... Explain two ways... using evidence from the text to support your answer fully.

Progression in inference



Year group	National curriculum	Skill progression	Questions
5	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	- Identify evidence of characters changing in a story and discuss possible reasons - Discuss what a character's actions say about their character - Recognise that characters may have different perspectives on events in stories - Distinguish between statements of fact and opinion - Identify and discuss themes and conventions in and across a wide range of writing	(Quote) What else in the text tells us that...? What makes / How does the author make us think...? Tick one box to show whether each statement is a fact or an opinion. What impressions do you get of....? Give two How do you feel about (character)? Why? (Quote) Why does she/he...? What impressions do you get of the relationship between _____ and _____? (Word) What does this tell us about how the character is feeling/acting/reacting? Match an event to a character's feeling. (Event) How did (character) react? Did (character) react the same or in a different way? What suggests / implies that... Give two things. How can you tell... Give one piece of evidence. Give two reasons... Explain two ways... using evidence from the text to support your answer fully. What do you learn about the writer's attitude towards...? How does the writer try to...?
6	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence - Identify characteristics of stock characters in a variety of genres - Identify evidence of characters that challenge stereotypes and surprise the reader - Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour - Make inferences about the perspective of the author from what is written and implied - Distinguish between statements of fact and opinion - Identify and discuss themes and conventions in and across a wide range of writing	What is (character) thinking about after/when – 4 thought bubble tick boxes Statement. This suggest that.... Tick one (of 4) Statement. Give two ways they are important. What does it mean when she says this? What impressions do you get of the relationship between _____ and _____? Tick one box to show whether each box is a fact or opinion. What other impressions do you get (after a more obvious one has been stated)? Explain what the writer/poet finds/weird/different/exciting etc about 'section of text'. Why does she 'hesitate'? What is one thing that does not change through.....? Tick two sections/verses that are about What suggests that (setting) was not well looked after? How can you tell that (character) was determined to? Give two reasons why he does/doesn't want..... How can you tell that there was something strange about.....? Give two.

Progression in Reading Skills: Prediction

Progression in prediction				
Year group	National curriculum	Skill progression	Questions	
1	Predict what might happen on the basis of what has been read so far	• Make predictions on the basis of what has been read so far • Discuss the blurb and title of a book • Predict events and endings and how characters will behave • Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development	Predict from the cover/ title/ blurb. Cover: Who is the main character? What is the setting? What might happen here? What will happen to (character) in this story? What places might the character visit? What events might happen in this story? What might make the character upset/angry/happy/puzzled? Will this story have a happy ending? What might happen to the character in the end? Why did the character change in this story? How might they act at the end?	
2	Predict what might happen on the basis of what has been read so far	• Predict what might happen on the basis of what has been read so far • Predict the events of a story based on the setting described in the opening • Predict how characters might behave from what they say and do and from their appearance	Predict from the cover/ title/ blurb. What has made you think that? What is happening now? What happened before this? What might happen next? Use evidence from the text to support Is it similar to any other stories you have read? What will happen next based on what happened in the story you know? Do you think...will happen? Explain reasons. Can you predict what the character might do next (based on action/dialogue/appearance)? What details tell us about the opening? How might the character behave here? What might they do next? Can you predict the events of the story based on the setting described in the opening? Can you predict how characters might behave from what they say and do and from their appearance? Is ___ similar to any other characters you know of? How would they have acted? What would they have done next? Act out what might happen next.	

Progression in prediction



Year group	National curriculum	Skill progression	Questions
3	Predict what might happen from details stated and implied	- Predict what might happen from details stated and implied - Make predictions about characters' actions and look for evidence of change as a result of events - Identify settings and predict events that are likely to happen	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. What might (character) do in this story? Will (character) behave the same way in the beginning and the end? Event: what will happen to the character now? What will they do next? Is the character similar to any other characters / people you know? How would they behave in this situation? Setting (place, time, weather, atmosphere): what might happen here? Which settings will the character be scared/unhappy/content/friendly in? What will happen next? (following a chapter, setting or event)
4	Predict what might happen from details stated and implied	- Predict what might happen from details stated and implied - Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place - Make predictions about how characters might behave in such a setting	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. What might (character) do in this story? Will (character) behave the same way in the beginning and the end? Event: what will happen to the character now? What will they do next? Is the character similar to any other characters / people you know? How would they behave in this situation? Which details tell us about the setting/mood/atmosphere? What might happen here? Have you been to a setting like this before? Have you read about a similar setting in another story? How will the character behave here? What is your impression of this place? How might the character react/behave here?

Progression in prediction



Year group	National curriculum	Skill progression	Questions
5	Predict what might happen from details stated and implied	• Make predictions based on details stated and implied • Make predictions for how a character might change during a story and change predictions as events happen • Refer to the text to support predictions and opinions	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation? Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way? Do you know other stories that start in a similar way? Do you know any stories with a similar theme / setting? Predict the text from titles and sub-heading. Predict vocabulary and text features.
6	Predict what might happen from details stated and implied	• Make predictions based on details stated and implied • Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it • Refer to the text to support predictions and opinions	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation? Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way? Do you know other stories that start in a similar way? Will both characters go on the same journey in this story? What will happen to them both? What will the plot of this story be? What is the structure of this narrative? Predict from key words throughout the text – use to predict plot. Predict plotlines from headlines. Predict content. Predict vocabulary. Predict text type – what features will you see in this text? Predict plot from sentences about events.

Progression in Reading Skills: Structure and Organisation

Progression in structure and organisation				
Year group	National curriculum	Skill progression	Questions	
1	Discuss the significance of the title and events	- Distinguish between fiction and non-fiction texts - Understand the way that information texts are organised and use this when reading simple texts - Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line	Find the labels, title, diagram, page, book cover, information on... What is the title for? Match the sub-heading to the sentence/photographs Where would you find information about...? Practise using the contents page with support. Which page has information on ____? Discuss whether a book is fiction or non-fiction. Use terminology – can you find a photograph? A picture?	
2	Be introduced to non-fiction books that are structured in different ways	- Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions) - Discuss titles of book and poems - Pick out features used to organise books - Compare the layout of different texts /books and discuss why they are set out in different ways - Read the title, contents page and illustrations and predict what a book is about - Pick out features that will help to locate information and explain them - Pick out and discuss how punctuation helps to organise text - Recognise and use the alphabet to help to locate information in some books - Recognise the openings and closings of different stories	Find the labels, title, subheadings, diagram, contents page, information on... How has the author helped us to be able to read this book? (structure and lay-out) What are the ____ for? How do the sub-headings make the text easier to read? Match the sub-heading to the section. Where would you find information about...? Why is the word ____ in bold print / italics? Read the information on _____. Tick 3 facts that are true about _____. Practise using alphabet to use index and glossary. Read information texts structured in different ways. Apply retrieval questions about the information.	

Progression in structure and organisation



Year group	National curriculum	Skill progression	Questions
3	Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning	- Identify the features of some non-fiction text types - Identify and discuss the use of contents and index pages to locate information in non-fiction texts - Begin to understand the purpose of the paragraph and how they help to group information - Discuss why the author has chosen a range of vocabulary to describe a character or a setting	Find the labels, title, subheadings, diagram, contents page, index, glossary, information on... How has the author helped us to be able to read this book? (structure and lay-out) Why has it been organised like this? What are the ___ for? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about...? What is one (name) that _____ have been called? Why is the word ___ in bold print / italics? What features could a ___ text have? Use alphabet to use index and glossary. Use the first 2 or 3 letters of words to order. Explain why the author used _____ (noun phrases, vocabulary) to describe a character. Explain why the author used _____ (noun phrases, vocabulary) to describe a setting. How does the writer make it interesting / engaging/ exciting in the first paragraph/ ending? Explain how the paragraph gives a positive / negative impression of the setting.
4	Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning	- Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts - Identify and discuss the use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) - Understand how paragraphs can organise ideas around a theme and can build up ideas across a text - Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes	Find the features in different types of writing – letters, diary writing, non-fiction features (labels, title, subheadings, diagram, contents page, index, glossary) What features could a ___ text have? How has the author helped us to be able to read this book? (structure and lay-out) Why has it been organised like this? What are the ___ for? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about...? What is one (name) that _____ have been called? Why is the word ___ in bold print / italics? Use alphabet to use index and glossary. Use the first 2 or 3 letters of words to order alphabetically. Explain why the author used _____ (noun phrases, vocabulary) to describe a character's feeling or attitude. Explain why the author used _____ (noun phrases, vocabulary) to convey a mood. How does the writer make it interesting / engaging / exciting in the first paragraph/ending? Explain how the paragraph gives a positive / negative impression of the setting. Explain the theme of the paragraph. What is the structure of the paragraphs across the text?

Progression in structure and organisation



Year group	National curriculum	Skill progression	Questions
5	Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning	- Identify and discuss the structural devices the author has used to organise the text. - Identify vocabulary chosen to convey different messages, moods, feelings and attitudes - Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect - Describe and compare the styles of individual writers and poets, providing evidence - Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	Name two of the difficulties (character) had in the story. Explain how they dealt with them. Explain how the text has been arranged to support the reader. Why? Can you explain how writers have similar/ contrasting styles? Explain how figurative language (similes, metaphors, personification) contributes to meaning. Explain why the author used _____ (noun phrases, figurative language) to describe a character's feeling or attitude. Explain why the author used _____ (noun phrases, figurative language) to convey a mood. Do you agree with the way the problem was solved/ story ended? Explain How do the sub-headings make the article easier to read? What are the ____ for? What is the purpose of...? How does ... create an atmosphere of ...? Were there any clues that... would happen? How does... prepare the reader for the ending? Explain why... has been placed at the beginning What is the purpose of the text? How do you know? How does the writer make it interesting / engaging / exciting? Explain how the passage gives a positive / negative impression of... Explain how this text is suitable for...
6	Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning	- Comment on the structural choices the author has made when organising the text - Explain how the structural choices support the writer's theme and purpose - Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes - Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations - Compare, contrast and explore the styles of writers and poets, providing evidence and explanations - Identify and discuss irony and its effect - Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	Name two of the difficulties (character) had in the story. Explain how he/she dealt with them. Explain how the text has been arranged to support the reader. Why? Can you explain how writers have similar/ contrasting styles? Explain how figurative language (similes, metaphors, personification) contributes to meaning. Do you agree with the way the problem was solved/ story ended? Explain What are the ____ for? What is the purpose of...? How does ... create an atmosphere of ...? Were there any clues that... would happen? How does... prepare the reader for the ending? Explain why... has been placed at the beginning Explain how section ... is different from others. What is the purpose of the text? How do you know? How does the writer make it interesting / engaging / exciting? Explain how the whole of... has the effect of... Explain how the passage gives a positive / negative impression of... Explain how this text is suitable for...

Progression in Reading Skills: Language Choice

Progression in language choice				
Year group	National curriculum	Skill progression	Questions	
1	Draw on vocabulary provided by the teacher Recognise and join in with predictable phrases Learn to appreciate rhymes and poems, and to recite some by heart	- Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases - Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum	Find the rhyme. Join in when it comes up. Predict the end of the line. How does the story start? Which words are used? Can you find the repeated words? Join in with this phrase (e.g. fee, fi, fo, fum) What is your favourite word in the story, the poem, the information?	
2	Discuss their favourite words and phrases	- Identify where language is used to create mood or build tension - Comment on the choice of author's words to make a text funny, scary, exciting - Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)	How does the story start? Which words are used? Can you find the repeated words? Join in with this phrase (e.g. fee, fi, fo, fum) Find the words which move time on in the story. Which are the words which make this sound like a fairy story? What is your favourite word in the story, the poem, the information? How does the author make the text funny/sad/scary/exciting? Find the words which make this seem (e.g. scary).	

Progression in language choice



Year group	National curriculum	Skill progression	Questions
3	Discuss words and phrases that capture the reader's interest and imagination	- Discuss the effect of key words or phrases used to build mood or tension - Comment on the overall effect of the text - In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration	How does the story start? Which words are used? Can you find the repeated words and any patterns in the text? Alliteration? Rhyme? Find the words which move time on in the story. Which are the words which make this sound like a traditional tale, a myth, adventure story? How does the author make the text funny/sad/scary/exciting? Find the words which build tension in the story. Find the words which convey the mood in the story. Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Explain how the words... make it seem... How can you tell this story was written a long time ago? Which words show this? Which words are funny? Scary?
4	Discuss words and phrases that capture the reader's interest and imagination	- Comment upon the use and effect of author's language - Identify and describe the styles of individual writers and poets - Identify and comment on expressive and descriptive language to create effect in poetry and prose Comment on the overall effect of the text	How does the story start? Which words are used? Can you find the repeated words and any patterns in the text? Find the words which move time on in the story. Which are the words which make this sound like a traditional tale, a myth, adventure story? How does the author make the text funny/sad/scary/exciting? Find the words which build tension in the story. Find the words which convey the mood in the story. Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Which keyword(s) tell you about the character/ setting/ mood? Explain how the words... make it seem... How can you tell this story was written a long time ago? Which words show this? Which words are funny? Scary?

Progression in language choice



Year group	National curriculum	Skill progression	Questions
5	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	- Identify the writer's main purpose through a general overview - Identify common elements of an author's style and discuss how the style of one author differs from another - Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint - Comment on the use of similes and expressive language to create images, sound effects and atmosphere - Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terms - Justify preferences for an author, poet or a type of text	What does the word....tell you about...? Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Explain how the words... make it seem... Why has the writer used the word...? What is the effect of the sentence (quote)...? Which keyword(s) tell you about the character/ setting/ mood? How is language used to create a positive / negative image of...? What does the choice of language suggest about...? How has the author used a range of vocabulary to convey different messages, moods, feelings and attitudes? What is it about the language choice that tells you it was written a long time ago? Give one example of the use of humour in the text. The word _____ suggests that the character _____. Find and copy one word that suggests _____ is unpleasant, generous, fruitful etc
6	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	- Identify how style is influenced by the intended audience - Identify common elements of an author's style and make comparisons between books - Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning - Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes - Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling Declare and justify personal preferences for writers and types of text	What does the word....tell you about...? Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Explain how the words... make it seem... Why has the writer used the word...? What is the purpose of the text? Which words have been chosen for this purpose? What is the effect of the sentence (quote)...? Which keyword(s) tell you about the character/ setting/ mood? How is language used to create a positive / negative image of...? What does the choice of language suggest about...? How has the author used a range of vocabulary to convey different messages, moods, feelings and attitudes? What is it about the language choice that tells you it was written a long time ago? Give one example of the use of humour in the text. The word _____ suggests that the character _____. Find and copy one word that suggests _____ is unpleasant, generous, fruitful etc What does this metaphor tell us about _____. Which is your favourite author and why? Why do you like this author?

Progression in Reading Skills: Making Comparisons

Progression in making comparisons				
Year group	National curriculum	Skill progression	Questions	
5	Make comparisons within and across texts	- Identify and explain the key features of a range of appropriate texts - Identify and explain characters and their profiles across a range of texts - Identify and discuss themes within and across texts (social, cultural and historical)	How is / are ____ similar to / different from...? List the similarities and differences between... (characters / settings / layout) How did the characters' reactions differ when...? How does (character's) mood change...? How does the mood change when...? Why do you think the layout is different from / similar to...? Why does the layout change...? Compare paragraph 1 with paragraph 2. What are the two contrasting viewpoints? Fill in/read comparison tables, Venn diagrams, tick boxes.	
6	Make comparisons within and across texts	- Compare and contrast the key features of a range of appropriate texts - Compare and contrast characters across a range of appropriate texts - Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)	How is / are ____ similar to / different from...? List the similarities and differences between... (characters / settings / layout) How did the characters' reactions differ when...? How does (character's) mood change...? How does the mood change when...? Why do you think the layout is different from / similar to...? Why does the layout change...? Compare paragraph 1 with paragraph 2. What are the two contrasting viewpoints? How is the author's viewpoint different? How is the author's viewpoint different in different sections of the text? Fill in/read comparison tables, Venn diagrams, tick boxes.	



SMSC in Writing at St Matthew's

	We promote spiritual, moral, social and social development by...
English	Developing confidence and expertise in language, which is an important aspect of individual and social identity. Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction and drama. Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film. Helping pupils to understand how language changes over time, the influences on spoken, and written language and social development. Themed weeks with a focus on books raising moral questions linked with diversity and inclusion. Texts providing children with different contexts of real life issues. Children given the opportunities to be independent and responsible for their own learning. Debates held in English lessons across certain topics to develop children's respect and thoughtfulness whilst sharing points of view. Wide range of texts and novels with links to different cultures so to encourage children to respect others. Pupils learn how to use language in an imaginative way, drawing on reading knowledge and considering how words have changed over time. Pupils develop awareness that right and wrong in situations raised within texts and novels. Participation, creativity, reflection and independence encouraged in English lessons. Discussion work, in pairs or larger groups is incorporated into lessons and helps and encourages pupils development.