



St. Bernadette's Progression in Reading

Educational Programme: It is crucial to develop a life-long love of reading. Reading consists of two dimensions: language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Nursery - Birth to Three Reading

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Nursery - Three and Four-Year-Olds Reading

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.

Children in Reception Reading

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

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	<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 					
	Vocabulary	Retrieval	Prediction	Inference	Explanation	Sequence
ELG - Reading	<p>Reading - word reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Reading - comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role</p>					
Reception	<ul style="list-style-type: none"> • To build up vocabulary that reflects the breadth of their experiences. • To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • To use vocabulary and forms of speech that are increasingly influenced by their experiences of books 	<ul style="list-style-type: none"> • To describe main story settings, events and principal characters. 	<ul style="list-style-type: none"> • To anticipate key events and phrases in rhymes and stories. • To suggest how a story might end. 	<ul style="list-style-type: none"> • To begin to understand 'why' and 'how' questions. • To answer 'how' and 'why' questions about their experiences and in response to stories or events 		<ul style="list-style-type: none"> • To begin to be aware of the way stories are structured. • To follow a story without pictures or props.
	<ul style="list-style-type: none"> • <i>What does this word mean?</i> 	<ul style="list-style-type: none"> • <i>What did you find out? What can you see on the front cover?</i> 	<ul style="list-style-type: none"> • <i>What might happen at the end of the story? What might happen in the story? What might happen next?</i> 	<ul style="list-style-type: none"> • <i>(Looking at the pictures) What might they be feeling? How do you know?</i> 		<ul style="list-style-type: none"> • <i>Can you order these parts of the story? What happened first, next....?</i>

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	Vocabulary	Retrieval	Prediction	Inference	Explanation	Sequence
Year 1 National Curriculum	<p>Reading - word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words reread these books to build up their fluency and confidence in word reading <p>Reading - comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them 					

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Year 1 Skills	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases 	<ul style="list-style-type: none"> • answer a question about what has just happened in a story. • develop their knowledge of retrieval through images. • recognize characters, events, titles and information. • recognize differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> • children make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> • give my opinion including likes and dislikes (not nc objective). • link what they read or hear to their own experiences • explain clearly my understanding of what has been read to them • express views about events or characters 	<ul style="list-style-type: none"> • retell familiar stories orally e.g fairy stories and traditional tales • sequence the events of a story they are familiar with • begin to discuss how events are linked
	<ul style="list-style-type: none"> • <i>What does the word mean in this sentence?</i> • <i>Find and copy a word which means</i> • <i>Which word in do you think is the most important? Why?</i> • <i>Which of the words best describes the character or setting?</i> • <i>Which word in this part do you think is the most important?</i> 	<ul style="list-style-type: none"> • <i>Who is your favourite character?</i> • <i>Why do you think all the main characters are ... in this book?</i> • <i>Would you like to live in this setting? Why/why not?</i> • <i>Who is/are the main character(s)?</i> • <i>When/where is this story set?</i> • <i>Which is your favourite/worst/ funniest/scariest part of the story?</i> 	<ul style="list-style-type: none"> • <i>Looking at the cover and the title, what do you think this book is about?</i> • <i>Where do you think.....will go next?</i> • <i>What do you think... will say / do next?</i> • <i>What do you think this book will be about? Why?</i> • <i>How do you think that this will end?</i> • <i>Who do you think has done it?</i> 	<ul style="list-style-type: none"> • <i>What do you think.....means?</i> • <i>Why do you think that?</i> • <i>How do you think. ..?</i> • <i>When do you think. ..?</i> • <i>Where do you think. ?</i> • <i>How does make you feel?</i> • <i>Why did happen?</i> 	<ul style="list-style-type: none"> • <i>Is there anything you would change about this story?</i> • <i>What do you like about this text?</i> • <i>Who is your favourite character? Why?</i> 	<ul style="list-style-type: none"> • <i>What happens in the beginning of the story?</i> • <i>Can you number these events in the story?</i> • <i>How/where does the story start?</i> • <i>What happened at the end of the....?</i> • <i>Can you retell the story to me in 20 words or less?</i> • <i>What happened before that?</i>

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	<ul style="list-style-type: none"> • Why do you think they repeat this word in the story? 	<ul style="list-style-type: none"> • Is this a fiction or a non-fiction book? How do you know? 	<ul style="list-style-type: none"> • What might.....say about that? • Can you draw what might happen next? 			<ul style="list-style-type: none"> • Can you sequence the key moments in this story?
	Vocabulary	Retrieval	Prediction	Inference	Explanation	Sequence
Year 2 National Curriculum	<p>Reading - word reading Pupils should be taught to:</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising 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 read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation reread these books to build up their fluency and confidence in word reading</p> <p>Reading - comprehension Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing 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 discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>					

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	<p>understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far 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</p>					
Year 2 Skills	<ul style="list-style-type: none"> • discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases • recognise some recurring language in stories and poems 	<ul style="list-style-type: none"> • independently read and answer simple questions about what they have just read. • asking and answering retrieval questions • draw on previously taught knowledge • remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> • make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtler references. • answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences 	<ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others 	<ul style="list-style-type: none"> • discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story
	<ul style="list-style-type: none"> • <i>Can you find a noun/adjective/verb that tells/shows you that...?</i> • <i>Why do you think that the author used the word... to describe...?</i> 	<ul style="list-style-type: none"> • <i>Who is/are the main character(s)?</i> • <i>When/where is this story set? How do you know?</i> • <i>Which is your favourite/worst/funniest/</i> 	<ul style="list-style-type: none"> • <i>Where do you think... will go next?</i> • <i>What do you think... will say/do next?</i> • <i>What do you think this book will be about? Why?</i> 	<ul style="list-style-type: none"> • <i>What do you think.... means?</i> • <i>Why do you think that?</i> • <i>Why do you think...?</i> • <i>How do you think....?</i> 	<ul style="list-style-type: none"> • <i>What is similar/different about two characters?</i> • <i>Explain why... did that..</i> • <i>Is this as good as...?</i> 	<ul style="list-style-type: none"> • <i>What happens in the story's opening?</i> • <i>How/where does the story start?</i> • <i>What happened at the end of the...?</i>

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	<ul style="list-style-type: none"> • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...? 	<p><i>scariest part of the story? Why?</i></p> <ul style="list-style-type: none"> • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story? 	<ul style="list-style-type: none"> • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next? 	<ul style="list-style-type: none"> • When do you think...? • Where do you think...? • How has the author made us think that...? 	<ul style="list-style-type: none"> • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why? 	<ul style="list-style-type: none"> • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story?
	Vocabulary	Retrieval	Prediction	Inference	Explanation	Summarise
Year 3 and 4 National Curriculum	<p>Reading - word reading Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Reading - comprehension Pupils should be taught to:</p> <p>develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>					

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	<p>discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>					
<p>Year 3 Skills</p>	<ul style="list-style-type: none"> • use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence. 	<ul style="list-style-type: none"> • use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text 	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions. 	<ul style="list-style-type: none"> • children can infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • make inferences about actions or events 	<ul style="list-style-type: none"> • discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books • make simple notes from one source of writing

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	<ul style="list-style-type: none"> • <i>What does this word/phrase/sentence tell you about the character/setting/mood?</i> • <i>Can you find this word in the dictionary?</i> • <i>By writing in this way, what effect has the author created?</i> • <i>What other words/phrases could the author have used here?</i> • <i>How has the author made you feel by writing...?</i> • <i>Which word tells you that...?</i> • <i>Find and highlight the word that is closest in meaning to...?</i> 	<ul style="list-style-type: none"> • <i>Who are the characters in this text?</i> • <i>When / where is this story set? How do you know?</i> • <i>Which part of the story best describes the setting?</i> • <i>What do you think is happening here?</i> • <i>What might this mean?</i> • <i>How might I find the information quickly?</i> • <i>What can I use to help me navigate this book?</i> • <i>How would you describe the story?</i> • <i>Whose perspective is the story told from?</i> 	<ul style="list-style-type: none"> • <i>Can you think of another story with a similar theme?</i> • <i>Which stories have openings like this?</i> • <i>Do you think that this story will develop the same way?</i> • <i>Why did the author choose this setting? Will that influence the story?</i> • <i>What happened before this and what do you think will happen after?</i> • <i>Do you think the setting will have an impact on plot moving forward?</i> 	<ul style="list-style-type: none"> • <i>What do you think.... means?</i> • <i>Why do you think that?</i> • <i>Why do you think...?</i> • <i>How do you think....?</i> • <i>Can you explain why....?</i> • <i>What do these words mean and why do you think that the author chose them?</i> • <i>Find and copy a group of words which show...?</i> • <i>How does the description of ... show that they are...?</i> • <i>Who is telling the story?</i> • <i>Why has the character done this at this time?</i> 	<ul style="list-style-type: none"> • <i>What is similar/different about two characters?</i> • <i>Explain why... did that.</i> • <i>Describe different characters' reactions to the same event.</i> • <i>Is this as good as...?</i> • <i>Which is better and why?</i> • <i>Why do you think they chose to order the text in this way?</i> • <i>What is the purpose of this text and who do you think it was written for?</i> • <i>What is the author's viewpoint? How do you know?</i> • <i>How are these two sections in the text linked?</i> 	<ul style="list-style-type: none"> • <i>What is the main point in this paragraph?</i> • <i>Sum up what has happened so far in X words or less.</i> • <i>Which is the most important point in these paragraphs?</i> • <i>Do any sections/paragraphs deal with the same themes?</i> • <i>Have you noticed any similarities between this text and any others you have read?</i> • <i>What do I need to jot down to remember what I have read?</i>
	Vocabulary	Retrieval	Prediction	Inference	Explanation	Summarise

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Year 3 and 4 National Curriculum	<p>Reading - word reading Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Reading - comprehension Pupils should be taught to:</p> <p>develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>					
Year 4 Skills	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms 	<ul style="list-style-type: none"> • confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. 	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions 	<ul style="list-style-type: none"> • ask and answer questions appropriately, including some simple inference questions 	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, 	<ul style="list-style-type: none"> • use skills developed in year 3 in order to write a brief summary of main points,

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	<ul style="list-style-type: none"> • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> • retrieve and record information from a fiction or non-fiction text. 	<p>and to justify them.</p> <ul style="list-style-type: none"> • monitor these predictions and compare them with the text as they read on 	<p>based on characters' feelings, thoughts and motives (I know this because questions)</p> <ul style="list-style-type: none"> • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer 	<p>structure, and presentation contribute to meaning</p> <ul style="list-style-type: none"> • recognise authorial choices and the purpose of these 	<p>identifying and using important information.</p> <ul style="list-style-type: none"> • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc
	<ul style="list-style-type: none"> • <i>Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?</i> • <i>What does this word/phrase/sentence tell you about the character/setting/mood?</i> • <i>By writing..., what effect has the author created?</i> • <i>Do you think they intended to?</i> • <i>What other words/phrases could</i> 	<ul style="list-style-type: none"> • <i>Find the... in this text. Is it anywhere else?</i> • <i>When/where is this story set? How do you know?</i> • <i>Find the part of the story that best describes the setting.</i> • <i>What do you think is happening here? Why?</i> • <i>What might this mean?</i> • <i>Whose perspective is the story told by and how do you know?</i> 	<ul style="list-style-type: none"> • <i>Can you think of another text with a similar theme? How do their plots differ?</i> • <i>Which stories have openings like this? Do you think that this story will develop the same way?</i> • <i>Why did the author choose this setting? Will that influence the story?</i> • <i>What does this paragraph suggest</i> 	<ul style="list-style-type: none"> • <i>What do you think.... means?</i> • <i>Why do you think that? Could it be anything else?</i> • <i>I think....; do you agree? Why / why not?</i> • <i>How do you think....?</i> • <i>Can you explain why....?</i> • <i>Can you explain why based on two</i> 	<ul style="list-style-type: none"> • <i>What is similar/different about two characters? Did the author intend that?</i> • <i>Explain why... did that.</i> • <i>Describe different characters' reactions to the same event.</i> • <i>Is this as good as...?</i> 	<ul style="list-style-type: none"> • <i>What is the main point in this paragraph? Is it mentioned anywhere else?</i> • <i>Sum up what has happened so far in X words/seconds or less.</i> • <i>Which is the most important point in these paragraphs? Why?</i> • <i>Do any sections/paragraphs</i>

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	<p><i>the author have used here? Why? How has the author...?</i></p> <ul style="list-style-type: none"> • Which word is closest in meaning to...? 	<ul style="list-style-type: none"> • How can you use the subheading to help you here? 	<p><i>what will happen next?</i></p> <ul style="list-style-type: none"> • Do you think ... will happen? Explain your answers with evidence from the text. 	<p><i>different pieces of evidence?</i></p> <ul style="list-style-type: none"> • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph? 	<ul style="list-style-type: none"> • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why? 	<p><i>deal with the same themes?</i></p> <ul style="list-style-type: none"> • How might I record this to ensure the best possible outcome?
	Vocabulary	Retrieval	Prediction	Inference	Explanation	Summarise
Year 5 and 6 National Curriculum	<p>Reading - word reading Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>Reading - comprehension Pupils should be taught to:</p> <p>maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>					

St. Bernadette's Progression in Reading

	<p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>learning a wider range of poetry by heart</p> <p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>					
Year 5 Skills	<ul style="list-style-type: none"> • explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made 	<ul style="list-style-type: none"> • confidently skim and scan, and also use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states 	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish 	<ul style="list-style-type: none"> • summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this in an answer.

St. Bernadette's Progression in Reading

	<ul style="list-style-type: none"> • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> • retrieve, record and present information from non-fiction texts. • ask my own questions and follow a line of enquiry. 		<ul style="list-style-type: none"> • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text. 	<p>between fact and opinion</p> <ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing
	<ul style="list-style-type: none"> • <i>Can you quickly find...in the dictionary and thesaurus?</i> • <i>What does this word/phrase/sentence tell you about the character/setting/mood?</i> • <i>By writing..., what effect has the author</i> 	<ul style="list-style-type: none"> • <i>Find the... in this text. Is it anywhere else?</i> • <i>When/where is this story set? Find evidence in the text.</i> • <i>Find the part of the story that best describes the setting.</i> 	<ul style="list-style-type: none"> • <i>Can you think of another story with a similar theme? How do their plots differ?</i> • <i>Which stories have openings like this? Do you think that this story will develop the same way?</i> 	<ul style="list-style-type: none"> • <i>What do you think... means? Why do you think that? Could it be anything else?</i> • <i>I think...; do you agree? Why/why not?</i> 	<ul style="list-style-type: none"> • <i>What is similar/different about two characters? Did the author intend that?</i> • <i>Explain why... did that.</i> 	<ul style="list-style-type: none"> • <i>What is the main point in this paragraph? Is it mentioned anywhere else?</i> • <i>Sum up what has happened so far in... words/seconds or less.</i>

St. Bernadette's Progression in Reading

	<p><i>created? Do you think they intended to?</i></p> <ul style="list-style-type: none"> • <i>What other words/phrases could the author have used here? Why?</i> • <i>How has the author made you/this character feel by writing...? Why?</i> • <i>Find and highlight the word which is closest in meaning to ...</i> • <i>Find a word which demonstrates...</i> • <i>Can you rewrite this in the style of the author using your own words?</i> • <i>How have simile and metaphor been used here to enhance the text?</i> 	<ul style="list-style-type: none"> • <i>What do you think is happening here? Why?</i> • <i>Who is telling this story?</i> • <i>Can you skim/scan quickly to find the answer?</i> 	<ul style="list-style-type: none"> • <i>Why did the author choose this setting? Will that influence the story?</i> 	<ul style="list-style-type: none"> • <i>Why do you think the author decided to...?</i> • <i>Can you explain why...? Can you give me evidence from somewhere else in the text?</i> • <i>What do these words mean and why do you think that the author chose them?</i> • <i>How does the author make you feel?</i> • <i>What impression do you get from these paragraphs?</i> 	<ul style="list-style-type: none"> • <i>Describe different characters' reactions to the same event.</i> • <i>Does this story have a moral?</i> • <i>Which is better and why?</i> • <i>How is the text organised and what impact does this have on you as a reader?</i> • <i>Why has the text been written this way?</i> • <i>How can you tell whether it is fact and opinion?</i> • <i>How is this text similar to the writing we have been doing?</i> • <i>How does the author engage the audience?</i> 	<ul style="list-style-type: none"> • <i>Which is the most important point in these paragraphs? Why?</i> • <i>Do any sections/paragraphs deal with the same themes?</i> • <i>Can you find a text with a similar theme?</i>
	Vocabulary	Retrieval	Prediction	Inference	Explanation	Summarise
Year 5 and 6 National Curriculum	<p>Reading - word reading Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>					

St. Bernadette's Progression in Reading

Reading - comprehension **Pupils should be taught to:**

maintain positive attitudes to reading and an understanding of what they read by:
 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 reading books that are structured in different ways and reading for a range of purposes
 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 recommending books that they have read to their peers, giving reasons for their choices
 identifying and discussing themes and conventions in and across a wide range of writing
 making comparisons within and across books
 learning a wider range of poetry by heart
 preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
 understand what they read by:
 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 asking questions to improve their understanding
 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 predicting what might happen from details stated and implied
 summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 identifying how language, structure and presentation contribute to meaning
 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 distinguish between statements of fact and opinion
 retrieve, record and present information from non-fiction
 participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
 explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 provide reasoned justifications for their views

Year 6 Skills

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|---|---|--|--|--|--|
| <ul style="list-style-type: none"> • evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and | <ul style="list-style-type: none"> • Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text | <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from | <ul style="list-style-type: none"> • provide increasingly reasoned justification for my views | <ul style="list-style-type: none"> • summarise information from across a text and link information by analysing and |
|---|---|--|--|--|--|

St. Bernadette's Progression in Reading

	<p>how this impacts the reader and contributes to meaning or mood.</p> <ul style="list-style-type: none"> • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. 	<p>evidence from across whole chapters or texts</p> <ul style="list-style-type: none"> • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> • confirm and modify predictions in light of new information. 	<p>their actions, and justifying inferences with evidence.</p> <ul style="list-style-type: none"> • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text 	<ul style="list-style-type: none"> • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through 	<p>evaluating ideas between sections of the text.</p> <ul style="list-style-type: none"> • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
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St. Bernadette's Progression in Reading

					<p>formal presentations and debates.</p> <ul style="list-style-type: none"> distinguish between fact, opinion and bias explaining how they know this. 	
	<ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? Can you find examples of simile, metaphor, hyperbole or personification in the text? Why has the text been organised in this way? Would you have done it differently? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? 	<ul style="list-style-type: none"> Find the... in this text. Is it anywhere else? Can you skim the next... and find me the answer to...? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? What genre is...? Can you look at these other texts and find me what is similar and what is different? 	<ul style="list-style-type: none"> Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? 	<ul style="list-style-type: none"> What do you think... means? Why do you think that? Could it be anything else? I think....; do you agree? Why/why not? Why do you think the author decided to...? Can you explain why...? What do these words mean and why do you think that the author chose them? How do other people's descriptions of ...show that...? Where else in the text can we find the answer to this question? 	<ul style="list-style-type: none"> What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? Can you identify where the author has shown bias towards a particular character? Is it fact or is it opinion? How do you know? How does the author make you 	<ul style="list-style-type: none"> What is the main point of the text? Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Can you read the text and summarise what has happened? Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes?

St. Bernadette's Progression in Reading

					<p><i>feel at this point in the story? Why did they do that?</i></p> <ul style="list-style-type: none"><i>• Can you explain it in a different way?</i>	
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