

Earl Spencer Primary School Progression of reading skills

Lesson Preparation:

When planning your lesson, identify the skill. Create or choose a task that helps you to apply the skill. Figure out each step needed and write it down. Think about potential pitfalls/barriers/misconceptions and also how you can overcome them through your modelling.

While doing an interactive read-aloud, the teacher should model the think-aloud strategy to show students what questions and thought processes need to happen when you read. This will show the students how to make connections, ask the right questions, and predict what will happen next. Teacher to model before children have their go: I do, we do, you do

Progression of reading skills

Clarify vocabulary: progression in meaning of words

Year group	National curriculum	Skill progression (key learning)	Teacher modelling example (with sentence stems)	Teacher Prompts
EYFS	Use and understand recently introduced vocabulary during discussions about stories. (ELG8)	Children use talking about books to clarify their thinking, ideas and feelings.	<p>Warm up word game</p> <p>Introduce the word Who has heard this word before?</p> <p>Picture or symbol Here is a ____ . Look at the ____ . The ____ is ____ . I am going to stick the ____ here.</p> <p>Phonology (sounds)</p> <p>Do: physical/object/picture</p> <p>Focus on the meaning What do you know about ____? Tell me more about ____.</p> <p>Synonyms</p> <p>Making links - adult led & then</p>	<p>Can you remember what this word means?</p> <p>Show me / tell me.</p> <p>Point to the picture that shows...</p> <p>What does this word (read to children) tell you about how the character is feeling?</p> <p>Did you hear a word that tells us about the...(setting e.g. house, woods, bridge etc)</p> <p>Can you tell me another word which means...? (Give examples of synonyms)</p> <p>Which word is the odd one out? Why?</p> <p>Can you find the rhyming word? What other words rhyme with this? Predict the pattern.</p>

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			<p>child led Action Word song Word into word pot</p>	<p>Which words have you seen in stories you (have heard/read) before? Are there any parts of this story or words which are repeated? What are they? E.g. 'We're going on a bear hunt..' Match a line from the picture to the right word</p>
1	<p>Discuss word meanings, linking new meanings to those already known</p>	<p>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</p>	<p>Read a section/sentence of text. Stop at unfamiliar word (pick word you think most children in class will not know meaning of) Sound it out using phonics knowledge I don't know this word and so I will try to sound it out. Read around the word to see if it makes sense. Once pronouncing it correctly, use the context of the sentence to help work out what the word means. I think the word ___ means ___ because... It is similar to... It reminds me of... I have heard a word like this before... Provide children with a prepared picture or hook to help them remember the word in context of the book. Use the word correctly in a different sentence. Now I know that ___ means</p>	<p>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..</p>

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		<p>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</p> <p>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</p>	<p>____, I can use it in my own sentences such as...</p>	
2	<p>Discuss and clarify the meanings of words linking new meanings to known vocabulary</p>	<p>Discuss and clarify the meanings of words linking new meanings to known vocabulary</p>	<p>Modelling clarifying words in reading - Read a sentence/section of text Stop at unfamiliar word (pick word you think most children in class will not know meaning of) Sound it out using phonics knowledge I don't know this word and so I will try to sound it out.</p>	<p>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...?</p>

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		<p>Draw on vocabulary provided by the teacher to understand books</p> <p>Identify and discuss favourite words and phrases</p> <p>Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly</p>	<p>Read around the word to see if it makes sense.</p> <p>Once pronouncing it correctly, use the context of the sentence to help work out what the word means. <i>I think the word ___ means ___ because... It is similar to... It reminds me of... I have heard a word like this before...</i></p> <p>Provide children with a prepared picture or hook to help them remember the word in context of the book.</p>	<p>Tick one event. It was difficult to.... Find and copy one word that tells you this.</p> <p>Circle two words in the text that tell you...</p> <p>Select a word that shows...</p> <p>Which word / phrase...</p> <p>What do the words (quote from text) mean?</p> <p>What does (quote from text) tell you about the character / setting? What does the word... tell you about...?</p> <p>What are the repeated phrases in this story/ text?</p> <p>Why is it repeated?</p> <p>Can you think of another word for ___?</p> <p>Which word on this page means the same as...?</p> <p>What does... mean in this sentence?</p> <p>Which keyword(s) tell you about the character and/or setting?</p>
3	Explore the meaning of words in context	<p>Discuss understanding and identify the meaning of words in context</p> <p>Use dictionaries to check the meanings of</p>	<p>Modelling clarifying words in reading -</p> <p>Read a sentence/section of text</p> <p>Stop at unfamiliar word (pick word you think most children in class will not know meaning of)</p>	<p>Find and copy one word which shows that... What does... mean in this sentence?</p> <p>What do the words ... mean?</p> <p>Which word is closest in meaning to ___? (Give options)</p> <p>Find and copy one word which means...</p> <p>What does the word ___ tell you about...?</p>

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		<p>words they have read</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Sound it out using phonics knowledge I don't know this word and so I will try to sound it out.</p> <p>Read around the word to see if it makes sense.</p> <p>Once pronouncing it correctly, use the context of the sentence to help work out what the word means. <i>I think the word ___ means ___ because...</i> I will use a dictionary to check the meaning of the word... (NB: dictionary skills to be taught in English or separate lessons, not in reading) <i>It is similar to... It reminds me of... I have heard a word like this before...</i></p> <p>Provide children with a prepared picture or hook to help them remember the word in context of the book.</p> <p>Use the word correctly in a different sentence. <i>Now I know that ___ means ___, I can use it in my own sentences such as:...</i></p> <p>Explain why the word (on its own or within a phrase) captures your interest and imagination <i>I like this word/phase because it makes me feel/think of...</i></p> <p>d</p>	<p>Choose the best words to match the description (multiple choice x 4)</p> <p>Find and copy one word that shows the character is upset/angry/happy etc</p> <p>Circle two words in the text that tell you..</p> <p>Select a word that shows...</p> <p>Which keyword(s) tell you about the character and/or setting?</p> <p>Use the dictionary to find the meaning of the word..</p> <p>Use the dictionary to find other words that mean the same as</p>
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4	Explore the meaning of words in context	<p>Discuss understanding and identify the meaning of words in context</p> <p>Use dictionaries to check the meanings of words they have read</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Read a sentence/section of text</p> <p>Stop at unfamiliar word (pick word you think most children in class will not know meaning of)</p> <p>Sound it out using phonics knowledge I don't know this word and so I will try to sound it out.</p> <p>Read around the word to see if it makes sense.</p> <p>Once pronouncing it correctly, use the context of the sentence to help work out what the word means. <i>I think the word ___ means ___ because...</i></p> <p><i>I will use a dictionary to check the meaning of the word... I will use a dictionary to find other words (synonyms) that mean the same as... It is similar to... It reminds me of... I have heard a word like this before...</i></p> <p>Provide children with a prepared picture or hook to help them remember the word in context of the book.</p> <p>Write the word correctly in a different sentence. <i>Now I know that ___ means ___, I can use it in my own sentences such as...</i> (children then have a go at writing their own sentence using the</p>	<p>Find and copy one word which shows that... What does... mean in this sentence?</p> <p>Find and copy a group of words that means the same as ...</p> <p>What do the words ... mean?</p> <p>Which word is closest in meaning to ___? (Give options)</p> <p>Find and copy one word which means...</p> <p>Why is the word ___ in inverted commas?</p> <p>What does the word ___ tell you about...?</p> <p>Choose the best words to match the description (multiple choice x 4)</p> <p>Use the dictionary to find the meaning of the word.. Use the dictionary to find other words that mean the same as ...</p>
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			word) Explain why the word (on its own or within a phrase) captures your interest and imagination I like this word/phase because it makes me feel/think of...	
5	Explore the meaning of words in context	Discuss understanding and identify the meaning of words in context	<p>Modelling clarifying words in reading</p> <p>Read a sentence/section of text</p> <p>Stop at unfamiliar word/phrase (pick word/metaphor/simile you think most children in class will not know meaning of)</p> <p>Sound it out using phonics knowledge I don't know this word and so I will try to sound it out.</p> <p>Read around the word to see if it makes sense.</p> <p>Once pronouncing it correctly, use the context of the sentence to help work out what the word means. I think the word ___ means ___ because... I will use a dictionary to check the meaning of the word... I will use a dictionary to find other words (synonyms) that mean the same as... (NB: dictionary skills to be taught in English or separate lessons, not in reading) It is similar to... It</p>	<p>Find and copy one word which shows that...</p> <p>Find two words or phrases that make the passage seem... What does... mean in this sentence?</p> <p>Find and copy a group of words that means the same as ... What do the words ... mean?</p> <p>Which word is closest in meaning to ___? (Give options) Find and copy one word which means... Why is the word ___ in inverted commas?</p> <p>What does the word ___ tell you about...?</p> <p>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?</p> <p>Which keyword(s) tell you about the character/ setting/ mood?</p>

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			<p>reminds me of... I have heard a word like this before...</p> <p>Provide children with a prepared picture or hook to help them remember the word in context of the book.</p> <p>Write the word correctly in a different sentence. Now I know that ____ means ____ I can use it in my own sentences such as... (children then have a go at writing their own sentence using the word)</p> <p>Explain why the word (on its own or within a phrase) captures your interest and imagination I like this word/phrase because it makes me feel/think of...</p> <p>Use own word/phrase to write a sentence or short passage which conveys the same mood. Then children have a go. I have written my own sentence/short passage/simile/metaphor which shows what other words/phrases the author could have used to get the same effect..</p>	<p>Find similar words that (different) authors use to convey information (non-fiction texts).</p> <p>What other words or phrases could the author have used?</p>
6	Explore the meaning of words in context	Discuss understanding and identify the	<p>Modelling clarifying words in reading</p> <p>Read a sentence/section of text.</p> <p>Stop at unfamiliar word/phrase (pick word/metaphor/simile you think most</p>	<p>Find and copy one word which shows that..</p>

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		<p>meaning of words in context</p>	<p>children in class will not know meaning of)</p> <p>Sound it out using phonics knowledge I don't know this word and so I will try to sound it out.</p> <p>Read around the word to see if it makes sense.</p> <p>Once pronouncing it correctly, use the context of the sentence to help work out what the word means. I think the word ___ means ___ because... I will use a dictionary to check the meaning of the word... I will use a dictionary to find other words (synonyms) that mean the same as... (NB: dictionary skills to be taught in English or separate lessons, not in reading) It is similar to... It reminds me of... I have heard a word like this before...</p> <p>Provide children with a prepared picture or hook to help them remember the word in context of the book.</p> <p>Write the word correctly in a different sentence. Now I know that ___ means ___, I can use it in my own sentences such as... (children then have a go at</p>	<p>Find two words or phrases that make the passage seem... What does... mean in this sentence?</p> <p>Find and copy a group of words that means the same as ... What do the words ... mean?</p> <p>Which word is closest in meaning to ___? (Give options) Find and copy one word which means... Why is the word ___ in inverted commas?</p> <p>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).</p> <p>What other words or phrases could the author have used?</p>
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			<p>writing their own sentence using the word)</p> <p>Explain why the word (on its own or within a phrase) captures your interest and imagination <i>I like this word/phase because it makes me feel/think of...</i></p> <p>Use own word/phrase to write a sentence or short passage which conveys the same mood. Then children have a go. I have written my own sentence/short passage/simile/metaphor which shows what other words/phrases the author could have used to get the same effect...</p>	
Progression in language choice				
Year group	National curriculum	Skill progression (key learning)	Teacher modelling example (with sentence stems)	Teacher Prompts
EYFS	Demonstrate understanding of what has been read to them by retelling stories and narratives	Join in with repeating patterns of language e.g. rhymes and predictable/key phrases in	<p>Modelling exploration of language choices in reading -</p> <p>Read a sentence/section of text with words at end of lines covered up/ hidden e.g. 'One mole digging a hole. Two storks with garden forks. Three foxes filling boxes' (Ensure children can see the pictures too)</p>	<p>Join in with the rhyme when it comes up.</p> <p>Predict the end of the line (using rhyme)</p> <p>Can you hear the repeated words?</p> <p>Join in with this phrase (e.g. fee, fi, fo, fum)</p> <p>What is your favourite word in the story, the poem, the information? Why?</p>

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	<p>using their own words and recently introduced vocabulary (ELG8)</p>	<p>stories and poetry</p>	<p>Stop when get to covered word and think about what the word could be. Knowing the story so far, I think that the missing word is going to rhyme with _____. I know some words which rhyme with _____ such as.... I am going to write them down and then pick one I think works best and makes sense (ie. same context as what have read so far).</p> <p>Reveal the hidden word and read again with expression to get the full sense of the story/passage. Ah, so the hidden word was _____. That makes sense because _____ rhymes with _____ and it is also linked to _____ which the story/text/information book is about.</p> <p>Point out any repetition in text e.g. one, two, three or _____ sit on _____ Now I am going to see if there are any more patterns in my book/passage/text/on this page. I can see that _____ repeats when... Can you join in with me every time you hear...</p> <p>Talk about favourite word in the selected piece of text. Now I would like to share my favourite word with you, it</p>	
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			is ____ because... What is your favourite word? Can you explain why?	
1	<p>Draw on Vocabulary provided by the teacher</p> <p>Recognise and join in with predictable phrases</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</p> <p>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</p>	<p>Modelling exploration of language choices in reading -</p> <p>Read a sentence/section of text with words at end of lines covered up/ hidden e.g. 'One crab, safe in his shell, Under the summer sun, Roaming all over the rock pool In his wonderful home for one'</p> <p>(Ensure children can see pictures too)</p> <p>Stop when get to covered word and think about what the word could be.</p> <p>Knowing the story so far, I think that the missing word is going to rhyme with ____ . I know some words which rhyme with ____ such as... I am going to write them down and then pick one I think works best and makes sense (ie. same context as what have read so far).</p> <p>Reveal the hidden word and read again with expression to get the full sense of the story/passage.</p> <p>Ah, so the hidden word was ____ . That makes sense because __ rhymes with ____ and it is also linked to ____</p>	<p>Find the rhyme. Join in when it comes up.</p> <p>Predict the end of the line.</p> <p>How does the story start? Which words are used?</p> <p>Can you find the repeated words?</p> <p>Join in with this phrase (e.g. fee, fi, fo, fum)</p> <p>What is your favourite word in the story, the poem, the information? Why?</p>

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			<p>which the story/text/information book is about.</p> <p>Point out any repetition in text e.g. fee, fi, fo, fum Now I am going to see if there are any more patterns in my book/passage/text/on this page. I can see that ____ repeats when... Can you join in with me every time you hear:...</p> <p>Talk about favourite word in the selected piece of text. Now I would like to share my favourite word with you, it is ____ because...What is your favourite word? Can you explain why?</p>	
2	Discuss their favourite words and phrases	<p>Identify where language is used to create mood or build tension</p> <p>Comment on the choice of author's words to make a text funny, scary, exciting</p> <p>Pick out key words or</p>	<p>Modelling exploration of language choices in reading -</p> <p>Read a sentence/section of text with words at end of lines covered up/hidden e.g.</p> <p>'One crab, safe in his shell, Under the summer sun, Roaming all over the rock pool In his wonderful home for one'</p> <p>(Ensure children can see pictures too)</p> <p>Stop when get to covered word and think about what the word could be.</p> <p>Knowing the story so far, I think that</p>	<p>How does the story start? Which words are used?</p> <p>Can you find the repeated words?</p> <p>Join in with this phrase (e.g. fee, fi, fo, fum)</p> <p>Find the words which move time on in the story.</p> <p>Which are the words which make this sound like a fairy story?</p> <p>What is your favourite word in the story, the poem, the information?</p> <p>How does the author make the text funny/sad/scary/exciting? Find the words which make this seem (e.g.scary).</p>

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	<p>phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)</p>	<p>the missing word is going to rhyme with ____ . I know some words which rhyme with ____ such as... I am going to write them down and then pick one I think works best and makes sense (ie. same context as what have read so far).</p> <p>Reveal the hidden word and read again with expression to get the full sense of the story/passage. Ah, so the hidden word was ____ . That makes sense because __ rhymes with ____ and it is also linked to ____ which the story/text/information book is about.</p> <p>Point out any repetition in text e.g. fee, fi, fo, fum book/passage/text/on this page. I can see that ____ Now I am going to see if there are any more patterns in my repeats when... Can you join in with me every time you hear...</p> <p>Talk about favourite word in the selected piece of text.</p> <p>Now I would like to share my favourite word with you, it is ____ because...What is your favourite word? Can you explain why?</p>	
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3	<p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Discuss the effect of key words or phrases used to build mood or tension</p> <p>Comment on the overall effect of the text</p> <p>In poetry discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration</p>	<p>Modelling exploration of language choices in reading -</p> <p>Read a section of text. (Ensure children can see pictures too)</p> <p>Pick out the words which show what genre the passage is. _____ make this sound like a traditional tale, a myth, adventure story etc</p> <p>Point out any repetition/patterns in text. I am going to see if there are any more patterns in my book/passage/poem/text/on this page. I can see that these words link to the theme of _____ and the author has chosen these words because they.... The words make it seem... I can also see that these words rhyme in the poem/story...</p> <p>_____ is an example of alliteration</p> <p>Pick out any other words which: Build tension</p> <p>These words build tension in the story because they ...</p> <ul style="list-style-type: none"> - Show, Don't Tell! - Personify Abstract Nouns - Use the senses - Use Panic Conjunctions 	<p>How does the story start? Which words are used?</p> <p>Can you find the repeated words and any patterns in the text? Alliteration? Rhyme?</p> <p>Find the words which move time on in the story.</p> <p>Which are the words which make this sound like a traditional tale, a myth, adventure story?</p> <p>How does the author make the text funny/sad/scary/exciting?</p> <p>Find the words which build tension in the story.</p> <p>Find the words which convey the mood in the story.</p> <p>Find two words or phrases which make the passage seem...</p> <p>Find two words or phrases which show the writer thinks...</p> <p>Explain how the words... make it seem...</p> <p>How can you tell this story was written a long time ago? Which words show this?</p> <p>Which words are funny? Scary?</p>
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			<p>- Use short sentences</p> <p>- Use Pathetic Fallacy</p> <p>Make the text funny/sad/scary/exciting</p> <p>The word(s) _____ make the text _____ because... Other words we could have used are To create the opposite effect, we could have used....</p> <p>Convey the mood The word(s) _____ make me feel...when I read this text/passage/story/poem</p> <p>Show when the story is set The author has used the words _____ to show the story is set in....</p> <p>Talk about favourite word/phrase in the selected piece of text. Now I would like to share my favourite word/phrase with you, it is _____ because...What is your favourite word/phrase/part? Can you explain why?</p>	
4	Discuss words and phrases that capture the reader's interest	<p>Comment upon the use and effect of author's language</p> <p>Identify and describe the styles of individual</p>	<p>Modelling exploration of language choices in reading -</p> <p>Read a section of text. (Ensure children can see pictures too)</p> <p>Pick out the words which show what genre the passage is. _____ make this sound like a traditional tale, a myth, adventure story etc</p>	<p>How does the story start? Which words are used?</p> <p>Can you find the repeated words and any patterns in the text?</p> <p>Find the words which move time on in the story.</p>

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	<p>and imagination</p>	<p>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</p>	<p>Point out any repetition/patterns in text. I am going to see if there are any more patterns in my book/passage/poem/text/on this page. I can see that these words link to the theme of _____ and the author has chosen these words because they.... The words make it seem... I can also see that these words rhyme in the poem/story... _____ is an example of alliteration</p> <p>Pick out any other words which: Build tension</p> <p>These words build tension in the story because they</p> <ul style="list-style-type: none"> - Show, Don't Tell! - Personify Abstract Nouns - Use the senses - Use Panic Conjunctions - Use short sentences - Use Pathetic Fallacy <p>Make the text funny/sad/scary/exciting</p> <p>The word(s) _____ make the text _____ because... Other words we could have used are To create the opposite effect, we could have used....</p>	<p>Which are the words which make this sound like a traditional tale, a myth, adventure story?</p> <p>How does the author make the text funny/sad/scary/exciting?</p> <p>Find the words which build tension in the story.</p> <p>Find the words which convey the mood in the story.</p> <p>Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks..</p> <p>Which keyword(s) tell you about the character/ setting/ mood?</p> <p>Explain how the words... make it seem...</p> <p>How can you tell this story was written a long time ago? Which words show this?</p> <p>Which words are funny? Scary?</p>
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			<p>Show when the story is set <i>The author has used the words ____ to show the story is set in....</i></p> <p>Convey the mood e.g. metaphor in Cinnamon</p> <p><i>The word(s) _____ make me feel...when I read this text/passage/story/poem</i></p> <p>Talk about favourite word/phrase in the selected piece of text. Now I would like to share my favourite word/phrase with you, <i>it is ____ because...</i> What is your favourite word/phrase/part? Can you explain why?</p>	
5	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	<p><i>Identify the writer's main purpose through a general overview</i></p> <p><i>Identify common elements of an author's style and discuss how the style</i></p>	<p>Modelling exploration of language choices in reading -</p> <p>Read a section of text. (Ensure children can see pictures too, if appropriate)</p> <p>Pick out the words which show what genre the passage is. _____ make this sound like a traditional tale, a myth, adventure story etc</p> <p>Pick out parts of the text which show what that author thinks about certain things/topics/characters e.g. about war in the Freedom Bird. <i>The use of the</i></p>	<p>What does the words...tell you about...?</p> <p>Find two words or phrases which make the passage seem...</p> <p>Find two words or phrases which show the writer thinks... Explain how the words... make it seem... Why has the writer used the words...?</p> <p>What is the effect of the sentence (quote)...?</p> <p>Which keyword(s) tell you about the character/ setting/ mood?</p> <p>How is language used to create a positive / negative image of...?</p>

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		<p>of one author differs from another</p> <p>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</p> <p>Comment on the use of similes and expressive language to create images, sound effects and atmosphere</p> <p>Comment on the overall impact of poetry or prose with reference to features e.g. development of</p>	<p>word(s) ____ creates a positive/negative view of ____ because... The choice of language suggests that... The word ____ suggests that the character ...</p> <p>Specifically comment on the use of figurative language such as simile, metaphor and alliteration and its effect on the reader. I think that the author/poet has used ____ because ...</p> <p>Model how to skim and scan for specific words which convey meaning in the text. I am going to find and copy one word that suggests _____ is unpleasant, generous, fruitful etc and I have picked the word ____ because...</p> <p>Pick out how the author has used a range of vocabulary to convey different messages, moods, feelings and attitudes:</p> <p>Build tension</p> <p>These words build tension in the story because they ...</p> <ul style="list-style-type: none"> - Show, Don't Tell! - Personify Abstract Nouns - Use the senses - Use Panic Conjunctions - Use short sentences - Use Pathetic Fallacy 	<p>What does the choice of language suggest about...?</p> <p>How has the author used a range of vocabulary to convey different messages, moods, feelings and attitudes?</p> <p>What is it about the language choice that tells you it was written a long time ago?</p> <p>Give one example of the use of humour in the text.</p> <p>The word _____ suggests that the character _____.</p> <p>Find and copy one word that suggests _____ is unpleasant, generous, fruitful etc</p>
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		<p>themes, technical terms</p> <p>Justify preferences for an author, poet or a type of text</p>	<p>Make the text funny/sad/scary/exciting</p> <p>The word(s) _____ make the text _____ because... Other words we could have used are To create the opposite effect, we could have used....</p> <p>Show when the story is set The author has used the words _____ to show the story is set in....</p> <p>Convey the mood e.g. Freedom Bird 'But good can come out of bad' conveys hope. The word(s) _____ make me feel...when I read this text/passage/story/poem</p> <p>Talk about favourite word/phrase in the selected piece of text. Now I would like to share my favourite word/phrase with you, it is _____ because...What is your favourite word/phrase/part? Can you explain why?</p>	
6	<p>Discuss and evaluate how authors use language, including figurative language,</p>	<p>Identify how style is influenced by the intended audience</p> <p>Identify common elements of an</p>	<p>Modelling exploration of language choices in</p> <p>reading -</p> <p>Read a section of text. (Ensure children can see pictures too, if appropriate)</p> <p>Pick out the purpose of the text This text is an _____ text/story/book and</p>	<p>What does the word...tell you about...?</p> <p>Find two words or phrases which make the passage seem...</p> <p>Find two words or phrases which show the writer thinks... Explain how the words... make it seem... Why has the writer used the word...?</p>

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	<p>considering the impact on the reader</p>	<p>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</p>	<p>_____ words have been chosen for this purpose. Discuss the author and why they have written a text like this. _____ wrote this book/poem because... They have also written.... They are one of my favourite authors because... Pick out parts of the text which show what that author thinks about certain things/topics/characters. The use of the word(s) _____ creates a positive/negative view of _____ because... The choice of language suggests that... The word _____ suggests that the character Specifically comment on the use of figurative language such as simile, metaphor and alliteration and its effect on the reader. I think that the author/poet has used _____ because Model how to skim and scan for specific words which convey meaning in the text. I am going to find and copy one word that suggests _____ is unpleasant, generous, fruitful etc and I have picked the word _____ because...</p>	<p>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?</p>
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		<p>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</p>	<p>Pick out how the author has used a range of vocabulary to convey different messages, moods, feelings and attitudes: Build tension These words build tension in the story because they - Show, Don't Tell! - Personify Abstract Nouns - Use the senses - Use Panic Conjunctions - Use short sentences - Use Pathetic Fallacy Make the text funny/sad/scary/exciting The word(s) _____ make the text _____ because... Other words we could have used are To create the opposite effect, we could have used.... Show when the story is set The author has used the words _____ to show the story is set in.... Convey the mood e.g. Freedom Bird 'But good can come out of bad' conveys hope. The word(s) _____ make me feel...when I read this text/passage/story/poem Talk about favourite word/phrase in the selected piece of text. Now I would like to share my favourite word/phrase with</p>	
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			you, it is ____ because...What is your favourite word/phrase/part? Can you explain why?	
Progression in making comparisons				
Year group	National curriculum	Skill progression (key learning)	Teacher modelling example (with sentence stems)	Teacher Prompts
EYFS	NB: Making comparisons is not an ELG or in NC until Y5 Year FS 5c: Make comparisons within and across texts Discuss and compare events have read about or have listened to.	Children use simple talk about books to make links between The story/information and events, topics or other stories that they know about	Modelling comparisons in reading - Whilst reading the book, make links to other books that the children have already read by the same author/about same topic etc This is like... This reminds me of... This is similar to... Whilst reading the book, support children to identify the topic and personal information about the topic. What do I know about this or a similar topic that might help me? Apply what learning about from the book to own life. "This ____ makes me think of ____." "This is helping me to think about ____."	Identify the topic and consider personal knowledge about the topic. Ask: What do I know about this or a similar topic that might help me? Make connections to what has been read previously or already learned. Apply what is being learned to your own life. "This reminds me of ____ because ____." "This [connects, does not connect] to what I already [know, read] because ____." "This part is like ____ because ____." "This is similar to ____." "This ____ makes me think of ____." "This is helping me to think about ____."

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1	<p>Make comparisons within and across texts</p> <p>Discuss and compare events or topics they have read about or have listened to.</p>	<p>Children use talking about books to make links between the story/information and events, topics or other stories that they know about</p>	<p>Modelling comparisons in reading -</p> <p>Whilst reading the book, make links to other books that the children have already read by the same author/about same topic etc <i>This is like... This reminds me of... This is similar to... I know other books that ___ has written ... Do you remember when we read....</i></p> <p>Whilst reading the book, support children to identify the topic and personal information about the topic. What do I know about this or a similar topic that might help me? Remember when you learnt about in Year 1/FS? What do you remember about that? Apply what learning about from the book to own life and local/global issues e.g. climate change. <i>"This ___ makes me think of ___." "This is helping me to think about ___."</i></p>	<p>Identify the topic and consider personal knowledge about the topic.</p> <p>Ask: What do I know about this or a similar topic that might help me?</p> <p>Make connections to what has been read previously or already learned.</p> <p>Apply what is being learned to your own life.</p> <p><i>"This reminds me of ___ because ___."</i></p> <p><i>"This [connects, does not connect] to what I already [know, read] because ___."</i></p> <p><i>"This part is like ___ because ___."</i></p> <p><i>"This is similar to ___."</i></p> <p><i>"This ___ makes me think of ___."</i></p> <p><i>"This is helping me to think about ___."</i></p> <p>I have seen ___ when..</p> <p>I have experienced this when..</p> <p>This reminds me of the time I...</p> <p>This makes me think about..</p> <p>This relates to my life by..</p>
2	<p>Make comparisons within and across texts</p> <p>Identify, collect and compare</p>	<p>Identify and explain the key features of the text and relate to other similar texts read.</p>	<p>Modelling comparisons in reading -</p> <p>Whilst reading the book, make verbal links to other books that the children have already read by the same author/about same topic etc <i>This is like... This reminds me of... This is similar to... I know other books that ___</i></p>	<p>Identify the topic and consider personal knowledge about the topic.</p> <p>Ask: What do I know about this or a similar topic that might help me?</p> <p>Make connections to what has been read previously or already learned.</p>

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	<p>common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in nonfiction texts</p>	<p>Make connections to characters in other texts that have been read. Identify and discuss themes/topics which are similar to other text read or learnt about in school.</p>	<p>has written ... Do you remember when we read....</p> <p>Whilst reading the book, support children to identify the topic and personal information about the topic. What do I know about this or a similar topic that might help me? Remember when you learnt about in ____? What do you remember about that?</p> <p>Apply what learning about from the book to own life and local/global issues e.g. climate change. "This ____ makes me think of ____." "This is helping me to think about ____."</p> <p>Annotate the text with the key features of its genre, whilst making links to other texts that children have already read of the same genre. (Children make simple annotations themselves after this is modelled by the teacher. Best scaffolded by having teacher model on page next to own one to annotate).</p> <p>Teacher to model identifying other similar characters from books. This</p>	<p>Apply what is being learned to your own life.</p> <p>"This reminds me of ____ because ____."</p> <p>"This [connects, does not connect] to what I already [know, read] because ____."</p> <p>"This part is like ____ because ____."</p> <p>"This is similar to ____."</p> <p>"This ____ makes me think of ____."</p> <p>"This is helping me to think about ____."</p> <p>I have seen ____ when..</p> <p>I have experienced this when..</p> <p>This reminds me of the time I...</p> <p>This makes me think about..</p> <p>This relates to my life by..</p>
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			character reminds me of ____ from the book ____ because...	
3	<p>Make comparisons within and across texts</p> <p>Make comparisons between events in narrative or information texts on the same topic or theme.</p> <p>Compare and contrast writing by the same author</p>	<p>Identify and explain the key features of the text and relate to other similar texts read.</p> <p>Make connections to characters in other texts that have been read</p> <p>Identify and discuss themes/topics within and across texts (social, cultural and historical)</p>	<p>Modelling comparisons in reading -</p> <p>Whilst reading the book, model making verbal and short written links to other books that the children have already read by the same author/about same topic/ similar characters etc What is the same?</p> <p>What is different? This is like... This reminds me of... This is similar to... I know other books that ____ has written ... Do you remember when we read....</p> <p>This character reminds me of ____ from the book ____ because...</p> <p>Annotate the text with the key features of its genre, whilst making links to other texts that children have already read of the same genre. (Children make annotations themselves after this is modelled by the teacher. Best scaffolded by having teacher model on page next to own one to annotate). Whilst reading the book, support children to identify the topic and personal information about the topic. What do I know about this or a</p>	<p>Identify the topic and consider personal knowledge about the topic.</p> <p>Ask: What do I know about this or a similar topic that might help me?</p> <p>Make connections to what has been read previously or already learned.</p> <p>Apply what is being learned to your own life.</p> <p>"This reminds me of ____ because ____."</p> <p>"This [connects, does not connect] to what I already [know, read] because ____."</p> <p>"This part is like ____ because ____."</p> <p>"This is similar to ____."</p> <p>"This ____ makes me think of ____."</p> <p>"This is helping me to think about ____."</p> <p>I have seen ____ when..</p> <p>I have experienced this when...</p> <p>This reminds me of the time I...</p> <p>This makes me think about..</p> <p>This relates to my life by..</p>

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			<p>similar topic that might help me? Remember when you learnt about in ____? What do you remember about that? What are the two contrasting viewpoints? Apply what learning about from the book to own life and local/global issues e.g. climate change. "This ____ makes me think of ____." "This is helping me to think about ____."</p>	
4	<p>Make comparisons within and across texts Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on</p>	<p>Identify and explain the key features of the text and relate to other similar texts read. Make connections to characters in other texts that have been read Identify and discuss</p>	<p>Modelling comparisons in reading - Whilst reading the book, list the similarities and differences between... (characters / settings / layout) ... at least one other text and the one you are studying in class. What is the same? What is different? This is like... This reminds me of... This is similar to... I know other books that ____ has written ... Do you remember when we read.... This character reminds me of ____ from the book ____ because... Why do you think the layout is different from / similar to...? Annotate the text with the key features of its genre, whilst making links to other</p>	<p>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.</p>

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	similar themes	themes/topics within and across texts (social, cultural and historical)	<p>texts that children have already read of the same genre.</p> <p>Model filling in/reading comparison tables, Venn diagrams, tick boxes.(Children make annotations/comparisons themselves after this is modelled by the teacher. Best scaffolded by having teacher model on page next to own one to annotate).</p> <p>Whilst reading the book, support children to identify the topic and personal information about the topic. What do I know about this or a similar topic that might help me? Remember when you learnt about in ____? What do you remember about that? What are the two contrasting viewpoints?</p> <p>Apply what learning about from the book to own life and local/global issues e.g. climate change. "This ____ makes me think of ____." "This is helping me to think about ____."</p>	
5	Make comparisons	Identify and explain the key features of a	<p>Modelling comparisons in reading -</p> <p>Whilst reading the book, list the similarities and differences between...</p>	How is / are ____ similar to / different from...?

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<p>within and across texts</p>	<p>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)</p>	<p>(characters / settings / layout) ... at least one other text and the one you are studying in class. What is the same? What is different? This is like... This reminds me of... This is similar to... I know other books that ___ has written ... Do you remember when we read.... This character reminds me of ___ from the book ___ because... Why do you think the layout is different from / similar to...? Annotate the text with the key features of its genre, whilst making links to other texts that children have already read of the same genre. (Children make annotations/comparisons themselves after this is modelled by the teacher. Best scaffolded by having teacher model on page next to own one to annotate). Specifically model filling in/reading comparison tables, Venn diagrams, tick boxes when comparing the text you are reading to at least one other.</p>	<p>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.</p>
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			<p>Whilst reading the book, discuss verbally and then model writing short paragraphs/passages which identify social, cultural and historical themes so that children can then do this independently.</p> <p>Model using quotes from the book "This ___ makes me think of ___." "This is helping me to think about ___." "What do I know about this or a similar topic that might help me?"</p> <p>Remember when you learnt about in ___? What do you remember about that? What are the two contrasting viewpoints?</p>	
6	Make comparisons within and across texts	<p>Compare and contrast the key features of a range of appropriate texts</p> <p>Compare and contrast characters across a range of appropriate texts</p>	<p>Modelling comparisons in reading -</p> <p>1. Annotate the text with the key features of its genre, whilst making links to other texts that children have already read of the same genre. (Children make annotations/comparisons themselves after this is modelled by the teacher. Best scaffolded by having teacher model on page next to own one to annotate).</p>	<p>How is / are ___ similar to / different from...?</p> <p>List the similarities and differences between... (characters / settings / layout)</p> <p>How did the characters' reactions differ when...?</p> <p>How does (character's) mood change...?</p> <p>How does the mood change when...?</p> <p>Why do you think the layout is different from / similar to...?</p> <p>Why does the layout change...?</p> <p>Compare paragraph 1 with paragraph 2.</p>

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		<p>Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)</p>	<p>Specifically model filling in/reading comparison tables, Venn diagrams, tick boxes when comparing the text you are reading to at least two others.</p> <p>Whilst reading the book, list the similarities and differences between... (characters / settings / layout) ... at least two other texts and the one you are studying in class.</p> <p>Model recording this in short passages/paragraphs after making notes in a table, for example. What is the same? What is different? This is like... This reminds me of... This is similar to... I know other books that ___ has written ... Do you remember when we read.... This character reminds me of ___ from the book ___ because... Why do you think the layout is different from / similar to...?</p> <p>Focus on the author's viewpoint in different sections of the text (this could be their viewpoint of a character, for example). How does the viewpoint change? Why do you think this happens?</p>	<p>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.</p>
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			<p>Whilst reading the book, discuss verbally and then model writing short paragraphs/passages which identify social, cultural and historical themes so that children can then do this independently.</p> <p>Model using quotes from the book "This ____ makes me think of ____." "This is helping me to think about ____." "What do I know about this or a similar topic that might help me?"</p> <p>Remember when you learnt about in ____? What do you remember about that? What are the two contrasting viewpoints?</p>	
Progression in questioning (posing & answering)				
Year group	National curriculum	Skill progression (key learning)	Teacher modelling example (with sentence stems)	Teacher Prompts
EYFS	With support, children can generate simple recall questions using given	<p>Ask questions based on the text</p> <p>Ask questions that are based on the main</p>	<p>Modelling posing & answering questions in reading -</p> <p>Show a picture from the book you are reading</p> <p>Model stating what you see, think, wonder about the picture (do each</p>	<p>Why did... What did... How did... Where was... Should there... How do I feel about what ____ just did?</p>

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	starting words (who, when, how, why) to clarify what they are thinking about a story.	idea Ask some detail orientated questions Ask some inferential questions	one separately) See? Think? Wonder? Model asking simple questions (including inferential) about the picture/simple text. Who? What? When? Where? Why? How? What if? (children encouraged to ask each other questions after this has been modelled to them) Talk about the book in general after reading it. Do you know any other books with similar...	I wonder if... I wonder why...
1	Children generate literal recall questions of their own to match the text they are reading, before, during and after reading. Children use their own question words and ask questions	Ask questions about aspects of a text they don't understand. Ask questions to understand what has happened in stories they have read or been read to them. Ask questions to explore what characters say and do.	Modelling posing & answering questions in reading - Fiction Have questions on the board. Explain to children that through reading the book, we are going to be able to answer these questions at the end. Show a picture/ picture and text from the book you are reading and model stating what you see, think, wonder about the picture (do each one separately) See? Think? Wonder? Model asking questions about a 'tricky' part of the text which is more difficult to understand.	Explore what makes a good question? Why did... What did... How did... Where was... Should there... How do I feel about what ____ just did? I wonder if... I wonder why... What does it mean when...? What is the meaning behind...? What would happen if ...? What character traits describe ...? Have you ever known a person like ...? What might ...? How would you feel if ...?

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	<p>which can be answered using the text.</p>	<p>Pose questions and use a text to find answers</p>	<p>Model asking simple questions (including inferential) about a part where a character does or says something (this could include showing this with a picture). Who did...? What did...? When did...? Where did...? Why did...? How did...? What if...?</p> <p>Talk about the book in general after reading it. Do you know any other books with similar... settings/characters/events in the story/author/writing style/theme? NB: A theme could include loneliness, friendship, anger, courage etc.</p> <p>Model between TA and teacher asking questions about the book once have finished reading it to check for understanding. NB: could make this multiple choice questions too if scaffolding needed. Why did... What did... How did... Where was... Should there...</p> <p>.At end of book (in whatever lesson it is completed), revisit the questions that were posed before the book was read and model answering them well,</p>	
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			<p>verbally. Give children some of own, which are similar, to answer.</p> <p>Non-fiction</p> <p>Pose questions that need answering about a theme or topic (ensure that they can be answered through reading the chosen book). Model how to use information book to answer them e.g. using index, contents, skimming and scanning etc</p>	
2	<p>Children Generate literal recall questions of their own which go with the text they are reading, before, during and after reading. Children use their own question words</p>	<p>Ask questions about a text to ensure they understand events or ideas in a text.</p> <p>Ask what, where, and when questions about a text to support and develop their understanding</p> <p>Ask questions to understand more</p>	<p>Modelling posing & answering questions in reading - Fiction</p> <p>Remembering questions. Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>Who were the characters in the story? Write three things that happened in the text. Where did the story take place? When does the story take place? How do you know?</p> <p>Understanding questions. Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>Tell me about the main character using your own words. Explain the main problem of the story and how it was</p>	<p>Explore what makes a good question? Question matrix (resource on common)</p> <p>Model different question stems e.g. 'I wonder why...?'</p> <p>See, think, wonder</p> <p>Use statements about the text (chr agree/disagree/undecided)</p> <p>Encourage and model higher order questions</p> <p>Different questions types: 'right there' 'think about' and 'find out'</p> <p>In independent work, chr tabulate things character said or done and then use chart to answer questions such as 'what did you think of...then?' or 'Do you think that was the right decision to make? Why/why not?'</p>

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	<p>and begin to be able to change their questions as they progress through the text</p>	<p>about characters and events in narrative or the topic in nonfiction. Pose and record questions prior to reading to find something out. Ask follow up questions about the topics they've read about.</p>	<p>solved. Retell the story in three sentences. Draw a story board to show the sequence of events. Applying questions Model how to ask & answer these questions in full to the children, verbally and in writing. Explain a time when something similar happened to someone you know. Would you have done the same as the character in the story? What three questions would you ask the main character if you met him/her? Can you think of another story with a similar theme or main character? Analysing questions Model how to ask & answer these questions in full to the children, verbally and in writing. Who is your favourite character? Why? Identify the different parts of a story (introduction, development, climax, resolution). Compare this story to another one. How are they the same and how are they different? Evaluating questions Model how to ask & answer these questions in full to the children, verbally and in writing.</p>	<p>What know for certain? What think might be happening? What hints are you picking up? All you need is three questions Question quadrants and tables</p>
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			<p>Did you like this story? Why or why not? Was the main character good or bad? Why do you think so? Which character would you most want to meet? Why?</p> <p>Creating questions Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>Can you verbally tell a story like this one but change the characters in it?</p> <p>What will happen next in the story?</p> <p>Rewrite the story from another point of view (another character or an object in the story). Non-fiction</p> <p>Model writing questions about a topic and then show how to use a non-fiction book to find the answers. Write in full sentences</p>	
3	Children generate a variety of questions, including retrieval and inferential questions to help them	Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.	<p>Fiction</p> <p>Remembering questions. Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>Who were the characters in the story?</p> <p>Write three things that happened in the text. Where did the story take place?</p> <p>When does the story take place? How do you know?</p>	<p>Explore what makes a good question?</p> <p>Question matrix (resource on common)</p> <p>Model different question stems e.g. 'I wonder why...?'</p> <p>See, think, wonder</p> <p>Use statements about the text (chn agree/disagree/undecided)</p> <p>Encourage and model higher order questions</p>

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	<p>understand a text further.</p>	<p>Clarify their understanding of events, ideas and topics by asking questions about them.</p> <p>Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.</p> <p>Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.</p>	<p>Understanding questions. Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>Tell me about the main character using your own words. Explain the main problem of the story and how it was solved. Retell the story in three sentences. Draw a story board to show the sequence of events.</p> <p>Applying questions Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>Explain a time when something similar happened to someone you know. Would you have done the same as the character in the story? What three questions would you ask the main character if you met him/her? If the main character came to your school, what would they do? Can you think of another story with a similar theme or main character?</p> <p>Analysing questions Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>Who is the most important character in the story and who is the least</p>	<p>Different questions types: 'right there' 'think about' and 'find out'</p> <p>In independent work, chn tabulate things character said or done and then use chart to answer questions such as 'what did you think of...then?' or 'Do you think that was the right decision to make? Why/why not?'</p> <p>What know for certain? What think might be happening?</p> <p>What hints are you picking up?</p> <p>All you need is three questions</p> <p>Question quadrants and tables</p>
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			<p>important? Identify the different parts of a story (introduction, development, climax, resolution).</p> <p>Compare this story to another one. How are they the same and how are they different?</p> <p>Evaluating questions Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>Did you like this story? Why or why not? Was the main character good or bad? Why do you think so? Which character would you most want to meet? Why?</p> <p>Creating questions Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>Can you verbally tell a story like this one but change the characters in it?</p> <p>What will happen next in the story?</p> <p>Rewrite the story from another point of view (another character or an object in the story).</p> <p>Non-fiction</p> <p>Model writing questions about a topic and then show how to use a non-</p>	
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			fiction book to find the answers. Write in full sentences.	
4	Children generate a variety of questions, including retrieval, inferential and questions about the deeper meaning or themes of a text to help them understand further.	<p>Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.</p> <p>Identify elements of a text which they do not understand and ask questions about it.</p> <p>Ask questions to clarify their understanding of what is implied about main ideas,</p>	<p>Remembering questions. Model how to ask & answer these questions in full to the children, verbally and in writing. Who were the characters in the story? Where did the story take place? When does the story take place?</p> <p>Understanding questions. Model how to ask & answer these questions in full to the children, verbally and in writing. Tell me about the main character using your own words. Explain the main problem of the story and how it was solved. Retell the story in three sentences. Compare the beginning of the story to the end, what were the main changes? Draw a story board to show the sequence of events.</p> <p>Applying questions Model how to ask & answer these questions in full to the children, verbally and in writing. How would you have solved the problem? Explain a time when something similar happened to someone you know. Would you have done the</p>	<p>Explore what makes a good question? Question matrix (resource on common) Model different question stems e.g. 'I wonder why...?'</p> <p>See, think, wonder</p> <p>Use statements about the text (chn agree/disagree/undecided) Encourage and model higher order questions</p> <p>Different questions types: 'right there' 'think about' and 'find out'</p> <p>In independent work, chn tabulate things character said or done and then use chart to answer questions such as 'what did you think of...then?' or 'Do you think that was the right decision to make? Why/why not?'</p> <p>What know for certain? What think might be happening?</p> <p>What hints are you picking up?</p> <p>All you need is three questions</p> <p>Question quadrants and tables</p>

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		<p>themes and events in texts they have read. Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.</p>	<p>same as the character in the story? What three questions would you ask the main character if you met him/her? Can you think of another story with a similar theme or main character? Analysing questions Model how to ask & answer these questions in full to the children, verbally and in writing. Who is the most important character in the story and who is the least important? Identify the different parts of a story (introduction, development, climax, resolution). Organise the text into parts and think of a suitable title for each part. Which things in the text were true and which were opinions? What things in the text would not have happened in real life? Compare this story to another one. How are they the same and how are they different? Evaluating questions Model how to ask & answer these questions in full to the children, verbally and in writing. Did you like this story? Why or why not? Was the main character good or</p>	
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			<p>bad? Why do you think so? Which character would you most want to meet? Why? Why do you think the author wanted to write this story? Would you? Why or why not? Could this story have happened at a different time or place? Why or why not? Was this the best ending for the story? Why or why not?</p> <p>Creating questions Model how to ask & answer these questions in full to the children, verbally and in writing.</p> <p>What will happen next in the story? Write a different ending for the story. Pretend you are the main character in the story and write a diary about what happened. Create a new book cover for the story.</p> <p>Non-fiction</p> <p>Model writing questions about a topic and then show how to use a non-fiction book to find the answers. Write in full sentences.</p>	
5	Children actively generate a	Identify aspects of a text they are not clear	Remembering questions. Model how to ask & answer these questions in full to the children, verbally and in writing.	Explore what makes a good question? Question matrix (resource on common)

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<p>variety questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking questions that take the discussion deeper and beyond the text, which the children begin to use</p>	<p>about. Ask questions to clarify their understanding or research the topic to find out more. Ask questions to clarify their understanding of words, phrases, events and ideas in different texts. Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding. Prepare for research by identifying what they already know and what</p>	<p>Who were the most important characters in the story? Where did the story take place? When does the story take place? How do you know? List 6 facts about the story, backing them up with evidence from the text. Understanding questions. Model how to ask & answer these questions in full to the children, verbally and in writing. Tell me about the main character using your own words. Explain the main problem of the story and how it was solved. Retell the story in three sentences. How did the main character feel at the beginning of the story? How did the main character feel at the end of the story? Write an AR style quiz for the book. Applying questions Model how to ask & answer these questions in full to the children, verbally and in writing. How would you have solved the problem? Explain a time when something similar happened to someone you know. Would you have done the same as the character in the story? What three questions would you ask</p>	<p>Model different question stems e.g. 'I wonder why...?' See, think, wonder Use statements about the text (chn agree/disagree/undecided) Encourage and model higher order questions Different questions types: 'right there' 'think about' and 'find out' In independent work, chn tabulate things character said or done and then use chart to answer questions such as 'what did you think of...then?' or 'Do you think that was the right decision to make? Why/why not?' What know for certain? What think might be happening? What hints are you picking up? All you need is three questions Question quadrants and tables</p>
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		<p>they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read.</p>	<p>the main character if you met him/her? Can you think of another story with a similar theme or main character? How are they the same? How are they different? Analysing questions Model how to ask & answer these questions in full to the children, verbally and in writing. Who is the most important character in the story and who is the least important? Organise the text into parts and think of a suitable title for each part. Which things in the text were fact and which were opinions? What things in the text would not have happened in real life? Evaluating questions Model how to ask & answer these questions in full to the children, verbally and in writing. Did you like this story? Why or why not? Write a book review.. Was the main character good or bad? Why do you think so? Which character would you most want to meet? Why? Could this story have happened at a different time or place? Why or why not? Was this the best</p>	
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			<p>ending for the story? Why or why not? Creating questions Model how to ask & answer these questions in full to the children, verbally and in writing. What will happen next in the story? Rewrite the story from another point of view (another character or an object in the story). Write a different ending for the story. Pretend you are the main character in the story and write a diary about what happened. Create a new book cover for the story.</p> <p>Non-fiction Model writing questions about a topic and then show how to use a non-fiction book to find the answers. Write in full sentences.</p>	
6	Children actively generate a variety questions to focus the reading and adjust questions in light of	<p>Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the</p>	<p>Fiction Remembering questions. Model how to ask & answer these questions in full to the children, verbally and in writing. Who were the most influential/important characters in the story? Where did the story take place? When does the story take place? How do you know?</p>	<p>Explore what makes a good question? Question matrix (resource on common) Model different question stems e.g. 'I wonder why...?' See, think, wonder Use statements about the text (chn agree/disagree/undecided) Encourage and model higher order questions</p>

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<p>evidence from the text. They ask their own critical thinking questions that take the discussion deeper and beyond the text.</p>	<p>topic they are researching. Ask questions to clarify their understanding of words, phrases, events and ideas in different texts. Ask questions to clarify and explore their understanding of what is implied in the text. Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how</p>	<p>Understanding questions. Model how to ask & answer these questions in full to the children, verbally and in writing. Can you write a description of main character using your own words? Explain the main problem of the story and how it was solved. Retell the story in three sentences. Did the main character feel differently at the beginning and end of the story? How do you know? Find evidence in the text (quotes). Applying questions Model how to ask & answer these questions in full to the children, verbally and in writing. How would you have solved the problem? Explain a time when something similar happened to someone you know. Would you have done the same as the character in the story? Hot seat the main character and write questions to ask them. Can you think of another story with a similar theme or main character? Analysing questions Model how to ask & answer these questions in full to the children, verbally and in writing.</p>	<p>Different questions types: 'right there' 'think about' and 'find out' In independent work, chn tabulate things character said or done and then use chart to answer questions such as 'what did you think of...then?' or 'Do you think that was the right decision to make? Why/why not?' What know for certain? What think might be happening? What hints are you picking up? All you need is three questions Question quadrants and tables</p>
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		<p>best to record and present the information.</p> <p>Refine research questions in the light of initial findings.</p>	<p>Who is the most important character in the story and who is the least important? Can you organise the text into parts and think of a suitable title for each part. How would the story change in meaning if you</p>	
<p>Clarify vocabulary: retrieval</p>				
Year group	National curriculum	Skill progression (key learning)	Teacher modelling example (with sentence stems)	Teacher Prompts
EYFS	<p>Explain simply their understanding of what is read to them</p>	<p>Identify the main character in a story or the subject of a nonfiction text</p> <p>Identify main events or key points in texts</p> <p>Talk about the themes and characteristics of simple texts</p> <p>becoming familiar with key</p>	<p>Discussing the text</p> <p>Read part of the text that introduces the children to the main characters (or subject in non-fiction)</p> <p>Discuss who the main characters are, ensure you model telling them how you know this.</p> <p>I know that _____ is the main character because</p> <p>At the end of the book, ask children questions to support identifying the main events or key points of the text. Provide children with enhancements during challenge time to support this.</p>	<p>Who is the main character?</p> <p>What is this information book about?</p> <p>What happened to... at the end?</p> <p>What happened when...?</p> <p>Can you tell us about your favourite book / part of the book? Explain why you like it.</p>

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		<p>stories, fairy stories and traditional tales</p>	<p>Encourage the children to share their opinion of the text. Model giving your opinion verbally before shared writing it.</p> <p>I liked ____ because..</p> <p>I disliked ____ because..</p>	
1	<p>Explain clearly their understanding of what is read to them</p> <p>Recognise and join in with predictable phrases</p>	<p>Draw on what they already know or on background information from the teacher to understand books</p> <p>Identify the main character in a story or the subject of a nonfiction text</p> <p>Talk about the themes and characteristics of simple texts</p> <p>becoming familiar with key</p>	<p>Discussing the text</p> <p>Read part of the text that introduces the children to the main characters (or subject in non-fiction)</p> <p>Discuss who the main characters are, ensure you model telling them how you know this. I know that ____ is the main character because</p> <p>After reading the book, ask children questions to support identifying the main events or key points of the text.</p> <p>Provide children with enhancements during challenge time to support this.</p> <p>E.g drama;</p> <p>acting out the story or hot seating, physical sequencing</p> <p>What happened after _____?</p> <p>What happened before _____?</p> <p>Encourage the children to share their opinion of the text. Model giving your</p>	<p>Who is/are...?</p> <p>Who is the main character?</p> <p>What is...?</p> <p>What is this information book about?</p> <p>What happened to... at the end?</p> <p>What happened when...?</p> <p>Where did...go? Name two places. Which two...?</p> <p>Write one...</p> <p>List..</p> <p>Match..</p> <p>Can you tell us about your favourite book / part of the book? Explain why you like it.</p> <p>Are these statements true or false?</p>

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		<p>stories, fairy stories and traditional tales</p> <p>Identify main events or key points in texts</p> <p>Answer literal retrieval questions about the text</p>	<p>opinion verbally before shared writing it.</p> <p>I liked ____ because..</p> <p>I disliked ____ because..</p> <p>I would recommend ____ because..</p> <p>Model discussing the text with the children, making reference to books read before, familiar characters, structures etc</p> <p>This story is similar to _____ because</p>	
2	<p>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> <p>Discuss how items of</p>	<p>Draw on what they already know or on background information from the teacher to understand books</p> <p>Ask questions and find the answers to simple questions in the text</p> <p>Answer literal retrieval</p>	<p>Making connections between texts</p> <p>Either during reading or after you have read, depending what is suitable to the text, discuss what characters/other books the one you are reading reminds you of.</p> <p>Does this story remind you of any others? Have you read any other stories that have similar... to this one?</p> <p>What did the story remind you of?</p> <p>This story is similar to _____ because. The character really reminds me of _____ because</p>	<p>Which two...?</p> <p>List.. Match.. Underline / highlight..</p> <p>Choose...</p> <p>Give one reason...</p> <p>Find a description of...</p> <p>Can you tell us about your favourite book / part of the book? Explain why you like it.</p> <p>Draw four lines to match (statement).</p> <p>Why did...? What did...? Where did...?</p> <p>When did...?</p> <p>Choose one of the multiple-choice options to complete the sentence.</p> <p>Who are the characters? Who is telling the story? Who did...? Who (drives)...?</p>

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	<p>information are related Answer and ask questions</p>	<p>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</p>	<p>Encourage the children to use their oracy skills to agree, build or challenge one another. I agree with _____ because _____ I agree with _____ but I would like to build on what he/she said because I also think _____ I would like to challenge what _____ said because _____ When the children are confidently able to make links with other stories, begin to create story webs, modelling how a number of books the children are familiar with can be linked. Identifying key words in reading by skimming and scanning Start by doing simple word searches and playing games such as fastest finger first, spot the difference, using blackouts to get children used to simple skimming and scanning. Model these skills explicitly, out of the context of the story before applying it to texts. Once the children are confident with the skill of skimming and scanning explicitly introduce this skill within a</p>	<p>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...?</p>
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			text, using the familiar methods to support.	
3	<p>Ask questions to improve their understanding of a text</p> <p>Retrieve and record information from non-fiction</p>	<p>Ask questions and find answers to simple questions in a text</p> <p>Retrieve and record information from nonfiction</p> <p>Answer literal Retrieval questions and locate the information in the text</p> <p>Locate information using skimming</p> <p>Use a contents page and an index page to locate information</p>	<p>Identifying key words in reading by skimming and scanning</p> <p>Model scanning a text to find a specific word.</p> <p>Explain that you don't try to read every word. Instead let your eyes move quickly across the page until you find what you're looking for.</p> <p>Use clues on the page, such as headings and titles, to help you.</p> <p>Ask children retrieval questions for them to find the answer to as quickly as possible, making sure they know that the answer is in the text (possibly giving a specific page too)</p> <p>In a non-fiction book, ask retrieval questions, modelling how to use the contents page to help you locate the information more quickly.</p> <p>Repeat, using the index page</p> <p>I think I will find information about _____ on page _____ because _____</p>	<p>List... Match... Underline / highlight... Choose...</p> <p>What is...? Why had...? Who else...?</p> <p>What event...? Why do...? Why has...?</p> <p>Where is?</p> <p>Give one... Name two... Tick... Two columns. Which two...?</p> <p>Where is the contents page/ index/ chapter on...?</p> <p>Give one reason...</p> <p>Find a description of...</p> <p>Can you tell us about your favourite book / part of the book? Explain why you like it.</p> <p>What are the ___ for?</p> <p>How do the sub-headings make the text easier to read?</p> <p>Match the sub-heading to the paragraph</p> <p>Can you explain how information is related in this book?</p> <p>Where would you find information about...?</p> <p>What is one (name) that _____ have been called?</p>

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			<p>I know that page _____ will tell us all about _____ so I think we will find the information we need there.</p> <p>Teach the children how to create summery captions. Model writing a summary caption for a paragraph/ page to help remember when specific information might be in a text.</p>	<p>Why is the word ___ in bold print / italics?</p> <p>What features could a ___ text have?</p>
4	<p>Ask questions to improve their understanding of a text</p> <p>Retrieve and record information from non-fiction</p>	<p>Ask questions and find answers to simple questions in a text</p> <p>Retrieve and record information from non-fiction</p> <p>Extract information from the text</p> <p>Locate information using skimming and scanning</p>	<p>Identifying key words in reading by skimming and scanning</p> <p>Model scanning a text to find a specific word.</p> <p>Explain that you don't try to read every word. Instead let your eyes move quickly across the page until you find what you're looking for.</p> <p>Use clues on the page, such as headings and titles, to help you.</p> <p>Play the Fastest Finger game to develop this skill.</p> <p>Ask children retrieval questions for them to find the answer to as quickly as possible, making sure they know that the answer is in the text (possibly giving a specific page too)</p> <p>In a non-fiction book, ask retrieval questions, modelling how to use the</p>	<p>Which two...? What is...? Why had...? Who else...? What event...? Why do...? Why has...? Where is?</p> <p>List... Match... Underline / highlight... Choose...</p> <p>Give one... Name two... Tick... Two columns.</p> <p>Where is the contents page/ index/ chapter on...?</p> <p>Give two reasons...</p> <p>Find a description of/ a piece of text relating to...</p> <p>Find and copy two things...</p> <p>What are the ___ for?</p> <p>How do the sub-headings make the text easier to read?</p> <p>What is the purpose of the illustrations/diagrams/fact boxes?</p> <p>Match the sub-heading to the paragraph.</p>

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		<p>Decide on a question that needs answering and locate the answer in a non-fiction book</p> <ul style="list-style-type: none"> Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) 	<p>contents page to help you locate the information more quickly.</p> <p>7. Repeat, using the index page</p> <p>I think I will find information about _____ on page _____ because _____</p> <p>I know that page _____ will tell us all about _____ so I think we will find the information we need there.</p> <p>Using a non-fiction book, model thinking of a question you would like to find out linked to the book subject. How could I find this out?</p> <p>Children to use the non-fiction book features to locate the information more quickly.</p> <p>Now children come up with their own questions/ questions for partner to locate the information and give an answer.</p>	<p>Can you explain how information is related in this book?</p> <p>Where would you find information about...?</p> <p>What is one (name) that _____ have been called?</p> <p>Why is the word _____ in bold print / italics?</p> <p>What features could a _____ text have?</p> <p>Number these facts in order of importance.</p>
5	<p>Ask questions to improve their understanding</p> <p>Retrieve, record and present</p>	<p>In non-fiction, retrieve, record and present information</p> <p>Ask questions and find the answers to</p>	<p>Identifying key words in reading by skimming and scanning</p> <p>Model reading the question, deciding on what format the answer is needed in e.g. date/one word/longer answer and then show how to scan a text to find a specific word or phrase which is need</p>	<p>What is...? Why had...? Who else...?</p> <p>What event...? Why do...? Why has...?</p> <p>Give one... Name two... Explain why...</p> <p>Two columns. Tick either based on a question</p> <p>How do people feel about the...?</p> <p>Which words would best complete (statement) 4 tick boxes</p>

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<p>information from non-fiction</p>	<p>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</p>	<p>to either answer the question or help answer the question. Model/recap on how to scan with eyes, use clues on the page, such as headings and titles, to help you. Ask children retrieval questions for them to find the answer to as quickly as possible, making sure they know that the answer is in the text. In a non-fiction book, ask retrieval questions, modelling how to use the contents page/index to help you locate the information more quickly. I think I will find information about _____ on page _____ because _____ I know that page _____ will tell us all about _____ so I think we will find the information we need there. Using a non-fiction book, model thinking of a question you would like to find out linked to the book subject. How could I find this out? Children to use the non-fiction book features to locate the information more quickly.</p>	<p>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...?</p>
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			Now children come up with their own questions/ questions for partner to locate the information and give an answer..	
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	Identifying key words in reading by skimming and scanning Model reading the question, deciding on what format the answer is needed in e.g. date/one word/longer answer and then show how to scan a text to find a specific word or phrase which is need to either answer the question or help answer the question. Model/recap on how to scan with eyes, use clues on the page, such as headings and titles, to help you. (Fastest Finger game can help to consolidate develop this skill). Ask children retrieval questions for them to find the answer to as quickly as possible, making sure they know that the answer is in the text Model how to answer questions where evidence (in the form of a quote) is needed from the text. E.g. I know that ___ is feeling ___ because	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...?

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		<p>appropriate notes from research using a variety of sources</p> <p>Apply information retrieval skills across the curriculum</p>	<p>in the text, it says that ""</p> <p>This will need extending to finding more complex 'show not tell' information.</p> <p>In a non- book, ask retrieval questions, modelling how to use the contents page/index to help you locate the information more quickly.</p> <p>I think I will find information about _____ on page _____ because _____</p> <p>I know that page _____ will tell us all about _____ so I think we will find the information we need there.</p> <p>Using non-fiction books and other resources such as the internet, model thinking of a question you would like to find out linked to the book subject. How could I find this out? Children to use the nonfiction book features to locate the information more quickly.</p> <p>Make appropriate notes of research to use in own written work</p> <p>Now children come up with their own questions/ questions for partner to locate the information and give an answer</p>	<p>What was one effect of...?</p> <p>What does the poet ask...?</p> <p>What evidence is there that this was written for...?</p> <p>How does the writer show they had mixed feelings about...?</p>
<p>Clarify vocabulary: Inference</p>				

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Year group	National curriculum	Skill progression (key learning)	Teacher modelling example (with sentence stems)	Teacher Prompts
EYFS	Being encouraged to link what they read or hear read to their own experiences	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?)	Modelling linking stories to our own experiences Sharing the illustrations with the children, discuss when you/they have visited a similar place to the story setting. This setting reminds me of _____ because _____ When a significant even in a story occurs discuss with the children any experiences they might have of this e.g starting school, moving house, holiday. I remember when I _____. I felt _____ because _____ At a particular point in a text where a character shows feelings or emotions identify the feeling or emotion and discuss. I think _____ is feeling _____ because _____ I felt _____ when _____ so I can understand how that character is feeling	How did (character) react when...? Why did (character) do _____? In which part of the story did (character) feel happy? Tell me about a time when you have... Which is your favourite part of the story/text? Explain why.
1	Being encouraged	Give some reasons why	Modelling linking stories to our own experiences	Match thoughts and feelings to the story event How did _____

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	<p>to link what they read or hear read to their own experiences</p> <p>Make inferences on the basis of what is being said and done</p>	<p>things happen or characters change</p> <p>Begin to express a view and use evidence in the text to explain reasons</p> <p>Make simple deductions with prompts and help from the teacher</p> <p>(e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)</p>	<p>Sharing the illustrations with the children, discuss when you/they have visited a similar place to the story setting. This setting reminds me of _____ because _____</p> <p>When a significant even in a story occurs discuss with the children any experiences they might have of this e.g starting school, moving house, holiday I remember when I _____. I felt _____ because _____</p> <p>At a particular point in a text where a character shows feelings or emotions identify the feeling or emotion and discuss.</p> <p>I think ____ is feeling _____ because I felt _____ when _____ so I can understand how that character is feeling.</p> <p>Modelling inferences based on what is being said and done</p> <p>Read up to a significant point in the story where the character shows emotions through their actions or words. Ask the children how they think the character is feeling at this point in the story. Identify the feeling or emotion.</p>	<p>feel? How can you tell that?</p> <p>How did (character) react when...?</p> <p>Why did (character) do _____?</p> <p>In which part of the story did (character) feel happy?</p> <p>Which is your favourite part of the story/text? Explain why.</p> <p>Who is your favourite character and why?</p> <p>What in the text suggests that (character) is not very happy?</p> <p>What does this tell us about how (character) is feeling?</p>
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			Identify what word(s) or action make us infer that the character is feeling this way..I can infer that the character is feeling ___ because he/she says _____	
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	Modelling inferences based on what is being said and done Read up to a significant point in the story where the character shows emotions through their actions or words. Ask the children how they think the character is feeling at this point in the story. Identify the feeling or emotion. Identify what word(s) or action makes us infer that the character is feeling this way. I can infer that the character is feeling ___ because he/she says _____. I think the character feels... because... Ask the children how the story shows that the character was clever/ funny/angry/happy/tired. E.g Why was ___ laughing? How can you tell? I know the character was feeling _____ because _____	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?
3	Draw inferences (inferring)	Discuss the actions and	Modelling inferences of characters feelings, thoughts and motives	How did (character) feel when...? What did (character) describe as ...?

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	<p>characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>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</p>	<p>Listen or read a conversation between two characters. Can you infer the relationship? I think the characters are familiar/unfamiliar to each other because _____ Continue reading more of a conversation between the two. What can you infer about their relationship now? What suggests/ implies that? _____ implies that they are _____ because _____ The text says _____ which infers that _____</p>	<p>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?</p>
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				<p>How can you tell that... Give one piece of evidence.</p> <p>Explain two ways... using evidence from the text to explain your answer.</p>
4	<p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Empathise with different characters' points of view (implicit and explicit)</p> <p>Identify the use of descriptive and expressive language to build a fuller picture of a character</p> <p>Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings</p> <p>Discuss the relationship</p>	<p>Modelling inferences of characters feelings, thoughts and motives</p> <p>Share an illustration of a familiar character to the children (from the book they are currently reading).</p> <p>Consider the characters thoughts and feelings at this point in the book. What makes you think that? Remind the children that they must justify with evidence from the text. <i>I think the character is feeling _____ because _____. I know this because in the book it implies that _____.</i></p> <p>Model annotating the picture to express your inferences of the characters feelings before the children do the same.</p> <p>Repeat for actions and motives</p>	<p>Quote) What else in the text tells us that...?</p> <p>What impression do you get of...?</p> <p>How do you feel about (character)? Why?</p> <p>How was the character feeling at (point in the story) and how do you know?</p> <p>(Quote) Why does she (action)?</p> <p>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?</p> <p>How did (character) respond in the dilemma? How did (character) feel in the dilemma?</p> <p>What is the relationship between (character) and (character)?</p> <p>"Speech quote" - what does this say about the character?</p> <p>"Speech quote" - what does this say about the relationship between the two characters?</p> <p>What attitude does (character) have towards (character)?</p>

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		<p>between what characters say and do - do they always reveal what they are thinking?</p> <p>Discuss, moods, feelings and attitudes using inference and deduction</p> <p>Identify themes and conventions in a wide range of books</p>		<p>What suggests / implies that... Give two things.</p> <p>What is the mood in this setting?</p> <p>Which words suggest this?</p> <p>Who is the hero/villain/victim/champion in the story? How do you know?</p> <p>How can you tell that... Give one piece of evidence. Give two reasons...</p> <p>Explain two ways... using evidence from the text to support your answer fully.</p>
5	<p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Identify evidence of characters changing in a story and discuss possible reasons</p> <p>Discuss what a character's actions say about their character</p>	<p>Modelling inferences of characters feelings, thoughts and motives</p> <p>Consider the main character from the story you are currently reading. Thinking about what you know about them so far what are your two biggest impression of them and why?</p> <p>Encourage the children to draw the character (if they don't know what the character looks like) to support this as they think through their impressions,</p>	<p>(Quote) What else in the text tells us that...?</p> <p>What makes / How does the author make us think...?</p> <p>Tick one box to show whether each statement is a fact or an opinion.</p> <p>What impressions do you get of...?</p> <p>Give two How do you feel about (character)? Why?</p> <p>(Quote) Why does she/he...?</p>

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		<p>Recognise that characters may have different perspectives on events in stories</p> <p>Distinguish between statements of fact and opinion</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>	<p>discussing with a partner/ in a trio to support.</p> <p>Model sharing your impressions of the character, referring to a sentence/ phrase in the text as evidence of this.</p> <p>My impression of _____ is _____ because in the story it says _____ The word/ phrase _____ implies that the character is _____</p> <p>Children verbalise their own impressions, giving evidence before writing it down.</p>	<p>What impressions do you get of the relationship between _____ and _____? (Word) What does this tell us about how the character is feeling/acting/reacting?</p> <p>Match an event to a character's feeling, (Event) How did (character) react? Did (character) react the same or in a different way?</p> <p>What suggests / implies that... Give two things.</p> <p>How can you tell... Give one piece of evidence.</p> <p>Give two reasons...</p> <p>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...?</p>
6	<p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and</p>	<p>Modelling inferences of characters feelings, thoughts and motives</p> <p>Read a paragraph sharing a significant event from the story the class are reading.</p> <p>Infer what might be meant when characters say certain things .When _____ says _____ I think he means</p>	<p>What is (character) thinking about after/when - 4 thought bubble tick boxes</p> <p>Statement. This suggest that...</p> <p>Tick one (of 4) Statement. Give two ways they are important.</p> <p>What does it mean when she says this?</p> <p>What impressions do you get of the relationship between _____ and _____?</p>

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	evidence	<p>justify inferences with evidence</p> <p>Identify characteristics of stock characters in a variety of genres</p> <p>Identify evidence of characters that challenge stereotypes and surprise the reader</p> <p>Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour</p> <p>Make inferences about the</p>	<p>_____ I think he is saying this because _____</p> <p>What two words show you that the character is feeling _____? I know the character is feeling _____ because _____</p> <p>Talk about the characters current thoughts and feelings, inferring from what has been read previously and the paragraph read today. Remind the children to justify their inferences using evidence from the text.</p> <p>In this paragraph it says that _____ is _____ so I think he is feeling _____ (Characters) actions in this paragraph tell me that he/she is _____ because _____</p>	<p>Tick one box to show whether each box is a fact or opinion.</p> <p>What other impressions do you get (after a more obvious one has been stated)?</p> <p>Explain what the writer/poet finds/weird/different/exciting etc about 'section of text'.</p> <p>Why does she 'hesitate'?</p> <p>What is one thing that does not change through.....?</p> <p>Tick two sections/verses that are about</p> <p>What suggests that (setting) was not well looked after?</p> <p>How can you tell that (character) was determined to</p> <p>Give two reasons why he does/doesn't want.....</p> <p>How can you tell that there was something strange about.....?</p>
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		<p>perspective of the author from what is written and implied</p> <p>Distinguish between statements of fact and opinion</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>		
Clarify vocabulary: Prediction				
Year group	National curriculum	Skill progression (key learning)	Teacher modelling example (with sentence stems)	Teacher Prompts
EYFS	Anticipate - where appropriate - key events in stories	<p>Discuss the front cover and the title of a book</p> <p>Make predictions on the basis of what has been read so far</p>	<p>Modelling asking predictions before you start reading</p> <p>Look at the front cover together and discuss what you can see.</p> <p>Read the title. I can see a ____ on the front cover so I think ____</p>	<p>Predict from the cover/ title 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?</p>

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1	Predict what might happen on the basis of what has been read so far	<p>Make predictions on the basis of what has been read so far</p> <p>Discuss the blurb and title of a book</p> <p>Predict events and endings and how characters will behave</p> <p>Look through a variety of fiction and nonfiction texts with growing independence</p> <p>To predict content, layout and Story development</p>	<p>Modelling predictions from the front cover</p> <p>Look at the front cover of the book.</p> <p>Discuss what clues we can use to help us make predictions. Elicit that we can use the title, front cover illustration and the blurb.</p> <p>Read the title together and look at the front cover illustration.</p> <p>Make predictions from what you know. I think ____ will happen because ____</p> <p>I predict that the main character ____ because</p> <p>Encourage the children to link to books/authors they have read before to support predictions.</p> <p>Following the children's initial predictions, read the blurb.</p> <p>How does this alter your prediction? Why?</p> <p>Now that I know ____ I think that _____</p> <p>The word/phrase '_____' makes me think _____</p>	<p>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?</p> <p>What places might the character visit? What events might happen in this story? What might make the character upset/angry/happy/puzzled?</p> <p>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?</p>
2	Predict what might happen on the basis	Predict what might happen	<p>Modelling predictions during reading</p> <p>Read the opening part of a story which describes the setting.</p>	<p>Predict from the cover/ title/ blurb. What has made you think that?</p>

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	<p>of what has been read so far</p>	<p>on the basis of what has been read so far</p> <p>Predict the events of a story based on the setting described in the opening</p> <p>Predict how characters might behave from what they say and do and from their appearance</p>	<p>Share an illustration of the setting if possible and encourage the children to recall descriptive language that they heard within the opening. Using this to support, Can you predict the events of the story? Discuss as a class, encouraging the children to use their oracy skills to build discussion. I think the story is set in ____ because ____ I predict that ____ will ____ because ____ It looks like a ____ type of story so I think ____</p>	<p>What is happening now? What happened before this? What might happen next? Use evidence from the text to support</p> <p>Is it similar to any other stories you have read?</p> <p>What will happen next based on what happened in the story you know?</p> <p>Do you think...will happen? Explain reasons.</p> <p>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?</p> <p>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?</p> <p>Is ____ similar to any other characters you know of?</p> <p>How would they have acted? What would they</p>
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				<p>have done next? Act out what might happen next.</p>
3	<p>Predict what might happen from details stated and implied</p>	<p>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</p>	<p>Modelling prediction from details stated and implied Part way through a book. Share with the children words and phrases that describe the main character which we have read already. Discuss what you think the character is like and how he/she is similar to any other characters you are familiar with. I think the character is ____ because ____ The text says the character is ____ so I think ____ Read the next part of story. What do you think will happen to the character now? What will they do next? Discuss your predictions in trios before sharing with the class.</p>	<p>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</p>

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4	Predict what might happen from details stated and implied	<p>Predict what might happen from details stated and implied</p> <p>Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place</p> <p>Make predictions about how characters might behave in such a setting</p>	<p>Modelling prediction from details stated and implied</p> <p>Part way through a book.</p> <p>Share with the children words and phrases that describe the main character which we have read already. Discuss what you think the character is like and how he/she is similar to any other characters you are familiar with.</p> <p>I think the character is ____ because ____</p> <p>The text says the character is ____ so I think ____ really reminds me of ____ from ____ because ____</p> <p>Read the next part of story. What do you think will happen to the character now? What will they do next? Discuss your predictions in trios before sharing with the class. Encourage the children to refer back to characters this character reminds them of. How would they have acted/behaved in this situation? I think that ____ would have behaved ____ because ____</p>	<p>event)</p> <p>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.</p> <p>What might (character) do in this story? Will (character) behave the same way in the beginning and the end?</p> <p>Event: what will happen to the character now?</p> <p>What will they do next?</p> <p>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?</p> <p>Have you read about a similar setting in another story? How will the character behave here? What is your impression of</p>
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				this place? How might the character react/behave here?
5	Predict what might happen from details stated and implied	<p>Make predictions based on details stated and implied</p> <p>Make predictions for how a character might change during a story and change predictions as events happen</p> <p>Refer to the text to support predictions and opinions</p>	<p>Modelling prediction from details stated and implied</p> <p>Read a paragraph of a story (this can be at any point in the story). Talk about what happening now what is happened before this. Using our prior knowledge of the text (and of previous books you have read), discuss what we think will happened next. Model making a prediction, ensuring you use evidence from the text. Encourage the children to use their oracy skills to agree, build and challenge your prediction again referring to evidence from the text to support their prediction. I predict that ____ might ____ because ____ I think ____ will definitely ____ since _____. Based on what ____ said/did, I think that... Read the next part of the story.</p>	<p>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?</p>

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			<p>Pause to discuss how the story unfolded compared to your prediction. Verbalise how you would like to alter your prediction and why, referring to the text.</p> <p>Now that ___ has happened I would like to change my prediction because...</p>	<p>Predict the text from titles and sub-heading.</p> <p>Predict vocabulary and text features.</p>
6	<p>Predict what might happen from details stated and implied</p>	<p>Make predictions based on details stated and implied</p> <p>Make predictions for how a character might change during a story and change predictions as events happen</p> <p>Refer to the text to support predictions and opinions</p>	<p>Modelling prediction from details stated and implied</p> <p>Read a paragraph of a story (this can be at any point in the story). Talk about what happening now what is happened before this. Using our prior knowledge of the text (and of previous books you have read), discuss what we think will happened next. Model making a prediction, ensuring you use evidence from the text.</p> <p>Encourage the children to use their oracy skills to agree, build and challenge your prediction again referring to evidence from the text to support their prediction. Based on what I have already read, the last paragraph suggests that...might happen next.</p>	<p>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.</p> <p>How might characters change throughout this story?</p> <p>Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation?</p> <p>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?</p>

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			<p>I predict that ____ might ____ because ____</p> <p>I think ____ will definitely ____ since ____</p> <p>____ should ____ although they might ____ It's quite likely ____ due to ____.</p> <p>However, it's also possible that ____ because ____</p> <p>Once the children are confident orally: Write the next paragraph of the story as a shared write.</p> <p>Read the next paragraph of the story and reflect on our predicted next paragraph.</p> <p>Verbally adapt your prediction accordingly, encouraging Oracy discussion to support this.</p>	<p>Do you know other stories that start in a similar way?</p> <p>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?</p> <p>What is the structure of this narrative? Predict from key words throughout the text - use to predict plot. Predict plotlines from headlines. Predict content.</p> <p>Predict vocabulary. Predict text type - what features will you see in this text?</p> <p>Predict plot from sentences about events.</p>
Sequencing and summarising				
Year group	National curriculum	Skill progression (key learning)	Teacher modelling example (with sentence stems)	Teacher Prompts
EYFS	Children recall and order some	Identify main ideas and themes in a	<p>Making a question hand to help summarise the story and sequence events.</p> <p>Order events on a timeline poster</p>	<p>Order events - beginning, middle end.</p> <p>Sequence pictures from the story.</p> <p>Sequence sentences from the story.</p> <p>Freeze frame main events in order.</p>

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	key events from the text. They also introduce a storyline or narrative in their play	wide range of books and understand how these are developed over a text		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?
1	Children retell and sequence main events from texts and discuss how the events are related, focussing on the main content of the text.	Sequence a simple story or event and use this to re-enact and retell Identify main events or key points in texts	Children to read text and find where, when, what, how and who and write it in the bubbles. Summaries do not need to be of large sections of text, little and often is best Use children's over-detailed recounts as the starting point for making briefer oral summaries Highlight the value of paragraph topic sentences to summaries Set constraints ("Can you summarise this section in 3 sentences?") as an aid to making effective summaries Get children to explain why a particular piece of information is 'key' to understanding Challenge incomplete summarises - when children leave out important information	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?

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2	Children retell and sequence events from texts and discuss how the events are related and how they shape the story, focussing on the main content of the text.	<p>Identify main events or key points in texts</p> <p>Sequence a range of stories or events and use this to re-enact and retell</p>	<p>A 10 word challenge - children to summarise what they have read in 10 words.</p> <p>Write a blurb about something which they have read</p> <p>Summaries do not need to be of large sections of text, little and often is best</p> <p>Use children's over-detailed recounts as the starting point for making briefer oral summaries</p> <p>Highlight the value of paragraph topic sentences to summaries</p> <p>Set constraints ("Can you summarise this section in 3 sentences?") as an aid to making effective summaries</p> <p>Get children to explain why a particular piece of information is 'key' to understanding</p> <p>Challenge incomplete summaries - when children leave out important information</p>	<p>Think about the whole story...</p> <p>Can you retell the story?</p> <p>Sequence pictures from the story. Retell the events in one sentence per picture.</p> <p>Can you tell the main events from the story in ___ sentences / words?</p> <p>What happened first? Which event happened first? What happens next?</p> <p>What were the main events? Discuss their importance.</p> <p>What is the main event in the story?</p> <p>Can you order the main events? Number the event in order.</p> <p>What are the key points in this information text?</p> <p>What is this paragraph of information telling us? Sum up in one sentence.</p> <p>Highlight the text every time you see the word _____. Ranking activities.</p>
3	Children begin To distinguish between important and	<p>Identify main ideas within a text or within a paragraph and summarise these</p>	<p>Children to write a caption summary of each part of the text to help them locate information.</p> <p>Summaries do not need to be of large sections of text, little and often is best</p>	<p>Can you number these events 1-3 in the order that they happened?</p> <p>Can you order these 4 sections of text?</p> <p>Retell the 3 main events in the story.</p> <p>List 3 words to describe what the story is about.</p>

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	unimportant information in a text and synthesise the key points to give a brief verbal summary.		<p>Use children's over-detailed recounts as the starting point for making briefer oral summaries</p> <p>Highlight the value of paragraph topic sentences to summaries</p> <p>Set constraints ('Can you summarise this section in 3 sentences?') as an aid to making effective summaries</p> <p>Get children to explain why a particular piece of information is 'key' to understanding</p> <p>Challenge incomplete summaries - when children leave out important information</p>	<p>List 3 words about the character.</p> <p>Match one word to a section of text.</p> <p>What does the first sentence in the paragraph/sub-heading/title tell us?</p> <p>1 minute timer. Highlight the text every time you see the word _____ . Match the sub-heading to the main text.</p>
4	Children distinguish between important and unimportant information in a text and synthesise the key points to give a brief written summary.	Identify main ideas within a text or within a paragraph and summarise these	<p>Black out - Black out text leaving bits of information so children get the jist of the paragraph.</p> <p>Summaries do not need to be of large sections of text, little and often is best</p> <p>Use children's over-detailed recounts as the starting point for making briefer oral summaries</p> <p>Highlight the value of paragraph topic sentences to summaries</p>	<p>Can you number these events 1-4 in the order that they happened?</p> <p>Order the sections of text.</p> <p>Retell the negative/positive events in the story.</p> <p>Can you summarise in a sentence what this paragraph tells us?</p> <p>Match one word to summarise each paragraph?</p> <p>Use 5 words to describe what the story is about.</p> <p>Can you summarise the character in three words?</p>

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			<p>Set constraints ('Can you summarise this section in 3 sentences?') as an aid to making effective summaries</p> <p>Get children to explain why a particular piece of information is 'key' to understanding</p> <p>7. Challenge incomplete summarises - when children leave out important information</p>	<p>Match one word to a section of text.</p> <p>What does the first sentence in the paragraph/subheading/headline tell us?</p> <p>Match the sub-heading to the main text.</p> <p>1 minute timer. Highlight the text every time you see the word_____.</p>
5	<p>Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within a text.</p>	<p>Use the skills of skimming and scanning to identify key ideas</p>	<p>Write the subtitle</p> <p>Pupils read paragraphs and write a suitable subtitle for that paragraph. The pupils will need to identify the main point of the paragraph thus summarising what they have read.</p> <p>Once subtitles have been written, pupils can share their ideas and vote which is the best subtitle and why.</p> <p>Teacher could randomly select a subtitle and the class have to decipher which paragraph is being described. If the subtitle is accurate and summarises well then it will be easier to identify the paragraph. This could be something that you draw out from the pupils. Why was it difficult to find the paragraph for this subtitle?</p>	<p>Can you number these events 1-5 in the order that they happened?</p> <p>Can you summarise in a sentence each section / paragraph of the story/ text?</p> <p>Can you choose one word to summarise each paragraph?</p> <p>Can you summarise the story in ___ words?</p> <p>Can you summarise the character in three words?</p> <p>Match one word to a section of text.</p> <p>What does the first sentence in the paragraph tell us?</p> <p>Scan the text for _____(word) What can you tell about _____?</p> <p>What is the main idea? Skim the paragraph (read quickly and only the important words) Give a 10 word summary of the paragraph.</p>

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			<p>Summaries do not need to be of large sections of text, little and often is best</p> <p>Use children's over-detailed recounts as the starting point for making briefer oral summaries</p> <p>Highlight the value of paragraph topic sentences to summaries</p> <p>Set constraints ("Can you summarise this section in 3 sentences?") as an aid to making effective summaries</p> <p>Get children to explain why a particular piece of information is 'key' to understanding</p> <p>Challenge incomplete summaries - when children leave out important information</p>	<p>Choose 5 words which summarise the meaning of the text/paragraph.</p>
6	<p>Children summarise information from across a text and make connections by analysing, evaluating, and synthesising</p>	<p>Use the skills of skimming, scanning, text-marking and note taking to identify key ideas</p>	<p>Writing titles for a whole text that needs to be concise but accurate.</p> <p>This could also be:</p> <p>A 10 word challenge.</p> <p>Write a blurb</p> <p>Comparing titles - which is better and why?</p> <p>Summaries do not need to be of large sections of text, little and often is best</p>	<p>Which section of the text is likely to inform readers that..</p> <p>Which of the following would be the most suitable summary of the whole text? (give options to choose from)</p> <p>Can you number these events 1-5 in the order that they happened?</p> <p>Can you summarise in a sentence each section / paragraph of the story/ text?</p> <p>Can you choose one word to summarise each paragraph?</p>

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	ideas within and between texts..		<p>Use children's over-detailed recounts as the starting point for making briefer oral summaries</p> <p>Highlight the value of paragraph topic sentences to summaries</p> <p>Set constraints ('Can you summarise this section in 3 sentences?') as an aid to making effective summaries</p> <p>Get children to explain why a particular piece of information is 'key' to understanding</p> <p>Challenge incomplete summaries - when children leave out important information</p>	<p>Can you summarise the story in ___ words?</p> <p>The character in three words?</p> <p>Skim the text. Start with subheading/headlines/titles/topic sentences. What is this text about? List 3 words.</p> <p>Scan the text for e.g. dates/character names/setting names etc. What does this section of text tell us about _____?</p>
Structure and organisation				
Year group	National curriculum	Skill progression (key learning)	Teacher modelling example (with sentence stems)	Teacher Prompts
EYFS	Identify the title and headings	Define title as the name of the book	<p>Define title of book by 'think aloud' which model to the children what the title of the book is and how you know.</p> <p>If the books is from a series, talk to the children about other linked books or books by the same author.</p>	<p>Match the sub-heading to the sentence/photographs</p> <p>Where would you find information about...?</p>

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1	Discuss the significance of the title and events	<p>Distinguish between fiction and nonfiction texts</p> <p>Understand the way that information texts are organised and use this when reading simple texts</p> <p>Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line</p>	<p>Using a fiction and a non-fiction book, compare and contrast their key features to produce a checklist that can be used by children to see if other books in the classroom are fiction or non-fiction.</p> <p>Explore the function of each fiction/non-fiction key feature e.g. book, cover, beginning, end, page, word, letter, line</p> <p>What kind of a text is this? How do you know? What will it be like?</p> <p>What can I expect of a book of this type?</p> <p>List the words that tell you what order to follow eg first, then.</p> <p>What is the main event of the story?</p> <p>Why do you think this?</p> <p>What is the purpose of the pictures?</p> <p>How does the layout help the reader?</p> <p>Some of the text is printed on a dark background - why?</p>	<p>Find the labels, title, diagram, page, book cover, information on... What is the title for?</p> <p>Match the sub-heading to the sentence/photographs Where would you find information about...?</p> <p>Practise using the contents page with support. Which page has information on ___?</p> <p>Discuss whether a book is fiction or non-fiction.</p> <p>Use terminology - can you find a photograph? A picture?</p>
2	Be introduced to non-fiction books that are structured in different ways	<p>Show awareness of the structure of different text types and begin</p>	<p>Discuss names of books and poems and why they think they have been chosen.</p> <p>Can you tell the genre of a book just by its</p>	<p>Find the labels, title, subheadings, diagram, contents page, information on...</p> <p>How has the author helped us to be able to read this book? (structure and lay-out)</p> <p>What are the ___ for?</p>

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		<p>to understand that they have different purposes (e.g. story, recount, lists, instructions)</p> <p>Discuss titles of book and poems</p> <p>Pick out features used to organise books</p> <p>Compare the layout of different texts /books and discuss why they are set out in different ways</p> <p>Read the title, contents page and illustrations and predict what a book is about</p> <p>Pick out features that will help to</p>	<p>title? E.g. Wolves Can they predict what the book is going to be about.</p> <p>Model how to do this.</p> <p>Using a fiction and a non-fiction book, recap by comparing and contrasting their key features to produce a checklist that can be used by children to see if other books in the classroom are fiction or non-fiction.</p> <p>Explore the specific function non-fiction features e.g. subheadings, diagrams, bullet points and captions, which help the reader to retrieve information and understand where information might be</p> <p>Model how to identify which of the key features help the reader to locate information.</p> <p>Model how to identify which of the key features help the reader to locate information.</p> <p>Model picking out of all of the punctuation in a text and explain which forms of punctuation help with organisation. Model using it yourself in mini guided write e.g. hold sentence.</p> <p>Children then have a go.</p>	<p>How do the sub-headings make the text easier to read?</p> <p>Match the sub-heading to the section.</p> <p>Where would you find information about...?</p> <p>Why is the word ___ in bold print / italics?</p> <p>Read the information on _____.</p> <p>Tick 3 facts that are true about _____.</p> <p>Practise using alphabet to use index and glossary.</p> <p>Read information texts structured in different ways. Apply retrieval questions about the information.</p>
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		<p>locate information and explain them</p> <p>Pick out and discuss how punctuation helps to organise text</p> <p>Recognise and use the alphabet to help to locate information in some books</p> <p>Recognise the openings and closings of different stories</p>	<p>Model knowing the alphabet or model using alphabet display to help locate information in a book by using the index. E.g. I can use the alphabet to find the word 'sharks' quickly on the index page and then know that I can find out about them on page 5.</p> <p>Compare the layout of different non-fiction books on the same topic and discuss why set out in different ways. Compare and contrast the openings and closings of different fiction stories. Also, recognise ones from familiar texts.</p> <p>What kind of a text is this? How do you know? What will it be like? What can I expect of a book of this type?</p> <p>List the words that tell you what order to follow eg first, then. What is the main event of the story? Why do you think this? What is the purpose of the pictures? How does the layout help the reader? Some of the text is printed on a dark background - why?</p>	
3	Read books that	Identify the features	Using a fiction and a non-fiction book, recap by comparing and contrasting their key features to produce a checklist	Find the labels, title, subheadings, diagram, contents page, index, glossary, information on... How has the author helped us to be

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	<p>are structured in different ways Identify how language, structure, and presentation contribute to meaning</p>	<p>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</p>	<p>that can be used by children to see if other books in the classroom are fiction or non-fiction. Explore the specific function non-fiction features e.g. subheadings, diagrams, bullet points and captions, which help the reader to retrieve information and understand where information might be. Draw attention to the author's specific way of organising or introducing something by trying out an alternative word/ title/ rhyme etc. Ask 'What difference does the ____ make?' Model how to identify which of the key features help the reader to locate information. Model how to identify which of the key features help the reader to locate information. Model why a paragraph is helpful in both fiction and non-fiction. Show the same text with and without paragraphs. Annotate part of the book/text with the word class and use this to discuss why the author has chosen a range of vocabulary to describe a character or a setting</p>	<p>able to read this book? (structure and layout) 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.</p>
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4	<p>Read books that are structured in different ways</p> <p>Identify how language, structure, and presentation contribute to meaning</p>	<p>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 nonfiction texts</p> <p>Identify and discuss the use of nonfiction features to find information from the text (index, contents, headings and subheadings, illustrations)</p> <p>Understand how paragraphs can</p>	<p>Explore specific genres of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in nonfiction texts. What person is this text written in? Why?</p> <p>Draw attention to the author's specific way of organising or introducing something by trying out an alternative word/ title/ rhyme etc. Ask 'What difference does the ____ make?'</p> <p>Model how to identify which of the key features help the reader to locate information.</p> <p>Model why a paragraph is helpful in both fiction and non-fiction.</p> <p>Write sub-headings for paragraphs in a non-fiction text. Show a non-fiction text where the paragraphs are all lumped together to illustrate why paragraphs and sub-headings are so important.</p> <p>How are paragraphs used in fictional writing? Show how paragraphs can organise ideas around a theme and can build up ideas across a text.</p>	<p>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?</p> <p>How has the author helped us to be able to read this book? (structure and lay-out)</p> <p>Why has it been organised like this?</p> <p>What are the ____ for?</p> <p>Match the sub-heading to the paragraph.</p> <p>Can you explain how information is related in this book?</p> <p>Where would you find information about...?</p> <p>What is one (name) that _____ have been called?</p> <p>Why is the word ____ in bold print / italics?</p> <p>Use alphabet to use index and glossary.</p> <p>Use the first 2 or 3 letters of words to order alphabetically.</p> <p>Explain why the author used _____ (noun phrases, vocabulary) to describe a character's feeling or attitude.</p> <p>Explain why the author used _____ (noun phrases, vocabulary) to convey a mood.</p>
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		<p>organise ideas around a theme and can build up ideas across a text</p> <p>Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes</p>	<p>Annotate part of the book/text with the word class use this to discuss why the author has chosen a range of vocabulary to convey different moods, feelings and attitudes. How does the author show but not tell how the character is feeling? What words does the author use to make the reader feel ____? How would changing the words change the meaning/feeling of the text?</p> <p>Model writing a paragraph which conveys the opposite mood to that created by the author through different choices of one or two word classes,</p>	<p>How does the writer make it interesting/engaging/exciting in the first paragraph/ending?</p> <p>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?</p>
5	<p>Read books that are structured in different ways</p> <p>Identify how language, structure, and presentation contribute to</p>	<p>Identify and discuss the structural devices the author has used to organise the text.</p> <p>Identify vocabulary</p>	<p>Draw attention to the author's specific way of organising the text. Think aloud about why they have been used. Model how to use them in short burst writing opportunities.</p> <p>Model skimming and scanning to find the words used to convey different messages, moods, feelings and attitudes. Change the</p>	<p>Explain how they dealt with them.</p> <p>Explain how the text has been arranged to support the reader. Why?</p> <p>Can you explain how writers have similar/contrasting styles?</p> <p>Explain how figurative language (similes, metaphors, personification) contributes to meaning. Explain why the author used _____ (noun phrases, figurative language) to</p>

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	<p>meaning</p>	<p>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</p>	<p>words to convey different moods/feelings/messages. Identify where words used purposefully link to key themes of book/text. Though examples in texts/extracts/books studying in class, model how to identify these terms in reading & apply in own writing; use metaphor, simile, analogy, imagery, style and effect Compare and contrast the styles of writers and poets, perhaps across the same genre of writing or about the same topic. Can you identify the author by listen to or reading a passage from their book? How did you know it was them? Look at the language choices e.g. tier 2 and 3 vocabulary that an authors have used to convey information over a range of nonfiction texts. Make own glossary of the new terms used</p>	<p>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 subheadings 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...</p>
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		compare the language choices the author has made to convey information over a range of nonfiction texts.		
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.	Model how to and then ask children to re-assemble sections of text which have been disassembled (reconstruction activities) - this is a useful way of making them pay attention to the features and organisational structure of a text. Why did the author put that paragraph there? Why did they start with that information? Model annotating a text with its key structural features. How does ____ support the writer's theme and purpose? Model skimming and scanning to find the words used to convey different messages, moods, feelings and attitudes. Change the	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.

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		<p>to convey different messages, moods, feelings and attitudes</p> <p>Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations</p> <p>Compare, contrast and explore the styles of writers and poets, providing evidence and explanations</p> <p>Identify and discuss irony and its effect</p>	<p>words to convey different moods/feelings/messages. Identify where words used purposefully link to key themes of book/text.</p> <p>Model how to magpie imagery from books and apply in own writing i.e. metaphor, simile, analogy, imagery, style and effect</p> <p>Compare, contrast and evaluate the styles of writers and poets, perhaps across the same genre of writing or about the same topic.</p> <p>Can you identify the author by listen to or reading a passage from their book? How did you know it was them? Model how to provide evidence through explanations of e.g. who described the plight of the polar bear with the most emotive/effective language, for example.</p> <p>Explain what irony is. Model how to identify irony in a text and discuss its effect on the reader. Model own use of irony in short burst writing.</p> <p>Look at the language choices e.g. tier 2 and 3 vocabulary that an authors have used to convey information over a</p>	<p>What is the purpose of the text? How do you know?</p> <p>How does the writer make it interesting / engaging / exciting?</p> <p>Explain how the whole of... has the effect of..</p> <p>Explain how the passage gives a positive / negative impression of... Explain how this text is suitable for...</p>
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		Comment and compare the language choices the author has made to convey information over a range of nonfiction texts.	range of non-fiction texts. Make own glossary of the new terms used. Comment and compare the language choices authors make to convey information over a range of non-fiction texts. Contrast this to a fictional piece on the same topic/theme.	
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