

Year 1		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	<p>To apply phonic knowledge to decode words</p> <p>To speedily read all 40+ letters/groups for 40+ phonemes</p> <p>To read accurately by blending taught GPC</p> <p>To read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>To read multisyllable words containing taught GPCs</p> <p>To read contractions and understanding use of apostrophe</p> <p>To read aloud phonically-decodable text</p>	<ul style="list-style-type: none"> <li>-Phonics teaching, using Letters and Sounds that is tracked to age related expectations</li> <li>-Differentiated phonic groups,</li> <li>-Interventions are delivered during the afternoon for any child below their reading age is</li> <li>-Children above expected are being moved on.</li> <li>-Daily high frequency words and common exception words</li> <li>-Daily individual reading with books appropriate to the reading age of the child which include targeted sounds they are developing and can recognise.</li> </ul>
Common Exception Words/ HFW	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<ul style="list-style-type: none"> <li>-Chunky money and phonic journey book</li> <li>-Seasaw to evidence learning</li> <li>-Engaging and motivating phonic sessions</li> <li>-A robust and rigorous approach to the teaching of phonics</li> </ul>
Fluency	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<ul style="list-style-type: none"> <li>-Storytelling, songs and rhymes</li> <li>-Lexia for PPG children</li> <li>-Hear questions being asked to children throughout reading both whole class and individual.</li> <li>-Stop and Read</li> <li>-Reading Suitcase</li> <li>-Reading area in the main classroom and linked learning room</li> <li>-Phonic books used</li> </ul>

Reading Progression at Handale Primary School

Year 1		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	To check that a text makes sense to them as they read and to self- correct. To draw on what they already know or on background information and vocabulary provided by the teacher. To explain clearly their understanding of what is read to them.	Daily 1:1 reading Daily story time Daily 30 minute reading session (reading carousel of activities) Reciprocal Reading taught as a Guided Reading session Children answering and asking questions about books Exciting reading areas which include a variety of different texts: fiction, non-fiction and poetry Author of the half term Read for pleasure A love of reading and books High quality texts being used in English and other areas of the curriculum
Connecting and becoming familiar with texts	To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. To recognise and join in with predictable phrases. participate in discussion about what is read to them, taking turns and listening to what others say. Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Ink what they read or hear read to their own experiences.	
Non Fiction	To discuss features and layout.	
Poetry and Performance	Learning to appreciate rhymes and poems, and to recite some by heart	
		Questioning
Vocabulary Clarify	Discuss word meanings, linking new meanings to those already known Clarify the meaning of any words the children don't understand	<ul style="list-style-type: none"> <li>• What does the word.....mean in this sentence?</li> <li>• Find and copy a word which means .....</li> <li>• Which words need clarifying?</li> <li>• What does this word or phrase tell you about .....</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think.....is repeated in this section?</li> </ul>
Inference	Discuss the significance of the title and events Make inferences on the basis of what is being said and done Develop inference though use of pictures	<ul style="list-style-type: none"> <li>• Why was.....feeling.....?</li> <li>• Why did .....happen?</li> <li>• Why did..... say.....?</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does.....make you feel?</li> </ul>

Reading Progression at Handale Primary School

<p>Prediction</p>	<p>Predict what might happen on the basis of what has been read so far                  Predict what might happen using the title and pictures                  Predict what might happen from using the blurb</p>	<ul style="list-style-type: none"> <li>• Look at the book cover/blurb –what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests? What will happen next?</li> </ul>
<p>Explanation</p>	<p>Explain what is happening                  Explain knowledge and thinking</p>	<ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>
<p>Retrieval</p>	<p>To develop their knowledge of retrieval through images                  To retrieve information from the text                  To retrieve information from questioning</p>	<ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did ..... happen?</li> <li>• How did.....?</li> <li>• How many.....?</li> <li>• What happened to.....?</li> </ul>
<p>Sequence</p>	<p>To retell familiar stories orally                  To sequence the events of a story they are familiar with</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> <li>• Sequence the key events in the story</li> </ul>
<p>Summarise</p>	<p>To create a summary of what has been read                  To summarise a book using a couple of sentences</p>	<ul style="list-style-type: none"> <li>• Tell me about the book in a few sentences</li> <li>• Can you summarise what we have read today?</li> <li>• Can you create a summary with your partner?</li> </ul>

Year 2		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	<p>To secure phonic decoding until reading is fluent.</p> <p>To read accurately by blending, including alternative sounds for graphemes.</p> <p>To read multisyllable words containing these graphemes</p> <p>To read common suffixes.</p> <p>To read exception words, noting unusual correspondences.</p> <p>To read most words quickly &amp; accurately without overt sounding and blending.</p>	<ul style="list-style-type: none"> <li>-Phonics teaching, using Letters and Sounds that is tracked to age related expectations</li> <li>-Differentiated groups</li> <li>-Extra reading sessions for any child below their reading age</li> <li>-Children above expected are being moved on.</li> <li>-Daily high frequency words</li> <li>-Daily individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise.</li> <li>-Storytelling, songs and rhymes</li> </ul>
Common Exception Words/ HFW	<p>To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<ul style="list-style-type: none"> <li>-Hear questions being asked to children throughout reading both whole class and individual.</li> <li>-Engaging and motivating phonic and spelling sessions</li> <li>-A robust and rigorous approach to the teaching of phonics and spelling</li> </ul>
Fluency	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<ul style="list-style-type: none"> <li>-Storytelling, songs and rhymes</li> <li>-Lexia for PPG children</li> <li>-Hear questions being asked to children throughout reading both whole class and individual.</li> <li>-Stop and Read</li> <li>-Reading Suitcase</li> <li>-Reading area in the main classroom and linked learning room</li> </ul>

Year 2		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Daily 1:1 reading</p> <p>Daily story time</p> <p>Daily 30 minute reading session (reading carousel of activities)</p> <p>Reciprocal Reading taught as a Guided Reading session</p> <p>Children answering and asking questions about books</p> <p>Exciting reading areas which include a variety of different texts: fiction, non-fiction and poetry</p> <p>Author of the half term</p> <p>Read for pleasure</p> <p>A love of reading and books</p> <p>First News</p> <p>High quality texts being used in English and other areas of the curriculum</p> <p>Brilliant Reading comprehension texts</p>
Connecting and becoming familiar with texts	<p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>*participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</p> <p>Understand the structure of a fiction text and know it has five parts</p>	
Non Fiction	<p>Being introduced to non-fiction books that are structured in different ways</p> <p>Understand the structure of a non-fiction text</p> <p>Use the contents, glossary and index</p> <p>Understand and discuss why headings are used</p>	
Poetry and Performance	<p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Begin to create own poetry</p>	
		<b>Questioning</b>

Reading Progression at Handale Primary School

<p><b>Vocabulary Clarifying</b></p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary                  Discuss their favourite words and phrases                  Use dictionaries to clarify challenging words                  Ask if words need clarifying</p>	<ul style="list-style-type: none"> <li>• What does the word.....mean in this sentence?</li> <li>• Can you clarify ...?</li> <li>• Find and copy a word which means .....</li> <li>• What does this word or phrase tell you about .....</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think.....is repeated in this section?</li> </ul>
<p><b>Inference</b></p>	<p>Make inferences on the basis of what is being said and done                  Answer and ask questions</p>	<ul style="list-style-type: none"> <li>• Why was.....feeling.....?</li> <li>• Why did .....happen?</li> <li>• Why did..... say.....?</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does.....make you feel?</li> </ul>
<p><b>Prediction</b></p>	<p>Predict what might happen on the basis of what has been read so far</p>	<ul style="list-style-type: none"> <li>• Look at the book cover/blurb –what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests? What will happen next?</li> </ul>
<p><b>Explanation</b></p>	<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>	<ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>
<p><b>Retrieval</b></p>	<p>Asking and answering retrieval questions                  Skimming and Scanning the text to retrieve</p>	<ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did ..... happen?</li> <li>• How did.....?</li> <li>• How many.....?</li> <li>• What happened to.....?</li> </ul>
<p><b>Sequence</b></p>	<p>Discuss the sequence of events in books and how items of information are related.                  Explain why events happen in the way that they do</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> <li>• Sequence the key events in the story</li> </ul>

Reading Progression at Handale Primary School

<p>Summarise</p>	<p>To create a summary of what has been read To summarise a book using a couple of sentences To write a summary To understand how to create a summary</p>	<ul style="list-style-type: none"><li>•Can you write a summary?</li><li>•Can you tell me a summary of the whole book?</li><li>•Can you tell your friend a summary of what we have read?</li></ul>
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**Year 3**

**Reading – Word reading**

Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<ul style="list-style-type: none"> <li>-Phonics teaching, to the children who did not pass the re-take in Y2 of Phonics screening.</li> <li>-15 minute daily spelling session</li> <li>-Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.</li> <li>-Daily individual reading</li> <li>-Daily 30 minute reading session which includes a reading carousel</li> </ul>
Common Exception Words	<p>To read Y3/4 common exception words</p>	<ul style="list-style-type: none"> <li>-Reciprocal Reading for groups once a week</li> <li>-Read for pleasure</li> <li>-Reading strategies used</li> <li>-Library areas to include a variety of fiction, non-fiction and poetry</li> </ul>
Fluency	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<ul style="list-style-type: none"> <li>-High quality texts used in English and across the Curriculum</li> </ul>



Reading Progression at Handale Primary School

**Year 3**

**Reading - Comprehension**

Skills	Objectives	What should be seen in the classroom?
Understanding	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Ask questions to improve their understanding of a text Identify main ideas drawn from more than one paragraph and summarising these	Weekly individual reading Daily story time Daily 30 minute reading session (reading carousel of activities) Reciprocal Reading taught as a Guided Reading session Children answering and asking questions about books
Connecting and becoming familiar with texts	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Ask questions to improve their understanding of a text Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identify themes and conventions in a wide range of books Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	Exciting reading areas which include a variety of different texts: fiction, non-fiction and poetry Author of the half term Read for pleasure A love of reading and books First News High quality texts being used in English and other areas of the curriculum Deepening Understanding Lexia for SEN/PPG children Brilliant Reading comprehension texts Literacy Shed Plus
Non Fiction	Retrieve and record information from non-fiction Have a secure understanding of how a non-fiction text is structured Compare a variety of non-fiction texts	
Poetry and Performance	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	
		<b>Questioning</b>
Vocabulary Clarify	Use dictionaries to check the meaning of words that they have read Clarify any words that you don't know the meaning of	<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>

Reading Progression at Handale Primary School

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inference</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....?</li> <li>• How can you tell that.....?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when...?</li> <li>• Who is telling the story?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prediction</p>	<p>Create predictions using titles, blurbs and previous read text Justify predictions using evidence from the text.</p>	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Explanation</p>	<p>Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning</p>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of .... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does .... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ...? effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Retrieval</p>	<p>To retrieve and record information from a fiction text, non-fiction text and poetry</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>• How did...? How often...? Who had...? Who is...? Who did....?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How .... is .....?</li> <li>• What can you learn about ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sequence/ summaries</p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• Can you put these events into chapters then order?</li> </ul>

Reading Progression at Handale Primary School

**Year 4**

**Reading – Word reading**

Skills	Objectives	What should be seen in the classroom?
<b>Phonics and decoding</b>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<ul style="list-style-type: none"> <li>-Weekly 1:1 reading</li> <li>-Daily story time</li> <li>-15 minute daily spelling session</li> <li>-Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.</li> <li>-Daily individual reading</li> <li>-Daily 30 minute reading session which includes a reading carousel</li> </ul>
<b>Common Exception Words</b>	<p>To read Y3/4 common exception words</p>	<ul style="list-style-type: none"> <li>-Reciprocal Reading for groups once a week</li> <li>-Read for pleasure</li> <li>-Reading strategies used</li> <li>-Library areas to include a variety of fiction, non-fiction and poetry</li> </ul>
<b>Fluency</b>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<ul style="list-style-type: none"> <li>-High quality texts used in English and across the Curriculum</li> <li>-Recommending books that they have read to their peers, giving reasons for their choices</li> <li>-Participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> </ul>

Year 4		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Identify main ideas drawn from more than one paragraph and summarising these</p>	<p>Weekly individual reading</p> <p>Daily story time</p> <p>Daily 30 minute reading session (reading carousel of activities)</p> <p>Reciprocal Reading taught as a Guided Reading session</p> <p>Children answering and asking questions about books</p> <p>Exciting reading areas which include a variety of different texts: fiction, non-fiction and poetry</p> <p>Author of the half term</p> <p>Read for pleasure</p> <p>A love of reading and books</p> <p>First News</p> <p>High quality texts being used in English and other areas of the curriculum</p> <p>Deepening Understanding</p> <p>Lexia for SEN/PPG children</p> <p>Brilliant Reading comprehension texts</p> <p>Literacy Shed Plus</p>
Connecting and becoming familiar with texts	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	
Non Fiction	<p>Retrieve and record information from non-fiction</p> <p>Have a secure understanding of a non-fiction text, talking about the structure and comparing the differences and similarities between different non fiction texts</p>	
Poetry and Performance	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p>	
		<b>Questioning</b>
Vocabulary Clarify	<p>Use dictionaries to check the meaning of words that they have read</p> <p>Clarify the meaning of any words that children are unsure of</p>	<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>

## Reading Progression at Handale Primary School

<b>Inference</b>	<p>* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....?</li> <li>• How can you tell that.....?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when...?</li> <li>• Who is telling the story?</li> </ul>
<b>Prediction</b>	<p>* To justify predictions using evidence from the text.</p>	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
<b>Explanation</b>	<p>*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning</p>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of .... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does .... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ...? effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>
<b>Retrieval</b>	<p>To retrieve and record information from a fiction text, non-fiction text and poetry</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>• How did...? How often...? Who had...? Who is...? Who did....?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How .... is .....?</li> <li>• What can you learn about ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
<b>Sequence/ summaries</b>	<p>Identify main ideas drawn from more than one paragraph and summarising these</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter</li> </ul>

Reading Progression at Handale Primary School

**Year 5**

**Reading – Word reading**

Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	<ul style="list-style-type: none"> <li>-Weekly 1:1 reading</li> <li>-Daily story time</li> <li>-15 minute daily spelling session</li> <li>-Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.</li> <li>-Daily individual reading</li> <li>-Daily 30 minute reading session which includes a reading carousel</li> </ul>
Common Exception Words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	<ul style="list-style-type: none"> <li>-Reciprocal Reading for groups once a week</li> <li>-Read for pleasure</li> <li>-Reading strategies used</li> <li>-Library areas to include a variety of fiction, non-fiction and poetry</li> </ul>
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	<ul style="list-style-type: none"> <li>-High quality texts used in English and across the Curriculum</li> <li>-Recommending books that they have read to their peers, giving reasons for their choices</li> <li>-Participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> </ul>

Reading Progression at Handale Primary School

Year 5		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	<p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Ask questions to improve their understanding</p> <p>Provide reasoned justifications for their view</p>	<p>Weekly individual reading</p> <p>Daily story time</p> <p>Daily 30 minute reading session (reading carousel of activities)</p> <p>Reciprocal Reading taught as a Guided Reading session</p> <p>Children answering and asking questions about books</p> <p>Exciting reading areas which include a variety of different texts: fiction, non-fiction and poetry</p> <p>Author of the half term</p> <p>Read for pleasure</p> <p>A love of reading and books</p> <p>First News</p> <p>High quality texts being used in English and other areas of the curriculum</p> <p>Deepening Understanding</p> <p>Lexia for SEN/PPG children</p> <p>Read Theory</p> <p>Brilliant Reading comprehension texts</p> <p>Literacy Shed Plus</p>
Connecting and becoming familiar with texts	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Make comparisons within and across book</p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Identify and discussing themes and conventions in and across a wide range of writing</p>	
Non Fiction	<p>Distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction</p>	
Poetry and Performance	<p>*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	
		<b>Questioning</b>
Vocabulary Clarify	<p>Use dictionaries to check the meaning of words that they have read</p> <p>Clarify the meaning of any words that children are unsure of</p>	<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>

Reading Progression at Handale Primary School

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Inference</b></p>	<p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....?</li> <li>• How can you tell that.....?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when...?</li> <li>• Who is telling the story?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Prediction</b></p>	<p>Predict what might happen from details stated and implied</p>	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Explanation</b></p>	<p>Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Explain and discuss their understanding of what they have read, including through formal presentations and debates</p>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of .... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author’s point of view?</li> <li>• What effect does .... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ...? effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Retrieval</b></p>	<p>To retrieve and record information from a fiction text, non-fiction text and poetry</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>• How did...? How often...? Who had...? Who is...? Who did....?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How .... is .....?</li> <li>• What can you learn about ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Sequence/ summaries</b></p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<ul style="list-style-type: none"> <li>• Can your number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter</li> </ul>



Reading Progression at Handale Primary School

Year 6		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	<ul style="list-style-type: none"> <li>-Weekly 1:1 reading</li> <li>-Daily story time</li> <li>-15 minute daily spelling session</li> <li>-Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.</li> <li>-Daily individual reading</li> <li>-Daily 30 minute reading session which includes a reading carousel</li> <li>-Reciprocal Reading for groups once a week</li> <li>-Read for pleasure</li> <li>-Reading strategies used</li> <li>-Library areas to include a variety of fiction, non-fiction and poetry</li> <li>-High quality texts used in English and across the Curriculum</li> <li>-Recommending books that they have read to their peers, giving reasons for their choices</li> <li>-Participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> </ul>
Common Exception Words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

Year 6		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	<p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Ask questions to improve their understanding</p>	<p>Weekly individual reading</p> <p>Daily story time</p> <p>Daily 30 minute reading session (reading carousel of activities)</p> <p>Reciprocal Reading taught as a Guided Reading session</p> <p>Children answering and asking questions about books</p> <p>Exciting reading areas which include a variety of different texts: fiction, non-fiction and poetry</p> <p>Author of the half term</p> <p>Read for pleasure</p> <p>A love of reading and books</p> <p>First News</p> <p>High quality texts being used in English and other areas of the curriculum</p> <p>Deepening Understanding</p> <p>Lexia for SEN/PPG children</p> <p>Read Theory</p> <p>Brilliant Reading comprehension texts</p> <p>Literacy Shed Plus</p>
Connecting and becoming familiar with texts	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Make comparisons within and across book</p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>	
Non Fiction	<p>Distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction</p>	
Poetry and Performance	<p>Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	
		<b>Questioning</b>
Vocabulary Clarify	<p>Use dictionaries to check the meaning of words that they have read</p> <p>Clarify the meaning of any words that children are unsure of</p>	<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that...?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>

Reading Progression at Handale Primary School

<p style="text-align: center;"><b>Inference</b></p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....?</li> <li>• How can you tell that.....?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when...?</li> <li>• Who is telling the story?</li> </ul>
<p style="text-align: center;"><b>Prediction</b></p>	<p>Predict what might happen from details stated and implied</p>	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
<p style="text-align: center;"><b>Explanation</b></p>	<p>Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of .... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does .... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ...? effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>
<p style="text-align: center;"><b>Retrieval</b></p>	<p>To retrieve and record information from a fiction text, non-fiction text and poetry</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>• How did...? How often...? Who had...? Who is...? Who did....?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How .... is .....?</li> <li>• What can you learn about ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
<p style="text-align: center;"><b>Sequence/ summaries</b></p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these events from chapters appear in the book?</li> </ul>

