



# Laughton All Saints' C of E - Progression of Reading Skills

**In all year groups, children should be reading, performing and exploring a range of poetry, fiction and non-fiction texts. This should include texts organized in different ways, for different purposes and from a range of cultures.**

KS1/KS2 Content domains	FS1	FS2	Year 1	Year 2	Year 3/4	Year 5/6
<p><b>1a Drawing on knowledge of vocabulary to understand texts.</b></p> <p><b>2a Give/explain the meaning of words in context.</b></p>	<ul style="list-style-type: none"> <li>▪ To enjoy language and learn new words.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Word of the week</li> <li>• High quality language modelled by all adults at all times.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To ask questions about words and stories they don't understand.</li> <li>▪ Apply phonic knowledge and skills as the route to decode words</li> </ul> <p><b>Suggested activities:</b></p>	<ul style="list-style-type: none"> <li>▪ Apply phonic knowledge and skills as the route to decode words</li> <li>▪ To use own experience to explain the meaning of a word.</li> <li>▪ Speculate about the possible meanings of new or unfamiliar words met in reading.</li> <li>▪ Explain the meaning of the words they meet in a text.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>▪ Prompts around room – all years with pictures to support</li> <li>▪ All years – Talking round the effect of vocabulary on readers.</li> <li>▪ Feelings gradients - tetchy, cross, angry, livid.</li> <li>▪ High quality language modeled by all adults at all times.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To use own experience to explain the meaning of a word., within a text.</li> <li>▪ Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.</li> <li>▪ Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.</li> <li>▪ Read HFWs on sight</li> <li>▪ Recognise less common digraphs and trigraphs, exploring word families</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>▪ Rich first hand experiences – what do we do with them afterwards?</li> <li>▪ Noubit knowledge – made up words to support reading round difficult words.</li> <li>▪ Feelings gradients - tetchy, cross, angry, livid.</li> <li>▪ Constantly teaching children to put the word in context.</li> <li>▪ High quality language modelled by all adults at all times</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.</li> <li>▪ Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Half termly 24 words.</li> <li>• Dictionary, vocabulary, thesaurus work explicit teaching of how they function.</li> <li>• Feelings gradients - tetchy, cross, angry, livid.</li> <li>• Shades of intensity</li> <li>• Picking out words and what they mean in texts – old fashioned language.</li> <li>• Noubit knowledge – made up words to support reading round difficult words.</li> <li>• High quality language modeled by all adults at all times.</li> <li>• Constantly teaching children to put the word in context.</li> <li>• 'Tick the word closest in meaning to'...</li> <li>• 'Describe the effect of the prefix in undercooked and uncooked'. Describing the effect of prefixes and suffixes</li> <li>• Homophones</li> </ul>	<ul style="list-style-type: none"> <li>▪ To explain the meaning of a word in context and apply to a new sentence.</li> <li>▪ Check the plausibility and accuracy of their explanation of, or inference about, a word meaning.</li> <li>▪ Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Word families – list all words that can be derived from a root word</li> <li>• Half termly 24 words.</li> <li>• Noubit knowledge – made up words to support reading round difficult words.</li> <li>• Synonym/antonym gradients - infinite, generous, plenty, enough, finite, paltry, meagre, nothing.</li> <li>• High quality language modelled at all times.</li> <li>• Constantly teaching children to put the word in context.</li> <li>• Explore emotive language.</li> </ul>

	FS1	FS2	Year 1	Year 2	Year 3/4	Year 5/6
<p><b>1b Identify and explain key aspects of texts such as characters, events, titles and information (retrieval).</b></p> <p><b>2b Retrieve and record key information/key details from fiction and non-fiction.</b></p>	<ul style="list-style-type: none"> <li>To identify an item in a picture book.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Skimming pictures - verbal questions</li> <li>Where's Wally? books to scan</li> <li>Understanding of how books work (pages, title, text)</li> </ul>	<ul style="list-style-type: none"> <li>Can retrieve features of a story e.g. setting and characters.</li> </ul> <p><b>Suggested activities:</b></p> <p>Scanning picture books</p>	<ul style="list-style-type: none"> <li>To skim read to gain an overview of a text by focusing on the significant parts e.g. title, image, and captions. (non-fiction)</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Key words in text to skim for and highlight (5 words)</li> <li>Adult modelling.</li> </ul>	<ul style="list-style-type: none"> <li>To skim read to gain an overview of a text by focusing on the significant aspects e.g. characters, events, titles</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Key words in text to skim for and highlight (10 words)</li> </ul>	<ul style="list-style-type: none"> <li>To scan for key words and use organizational features.</li> <li>Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Information texts – use of features eg sub headings to cue in.</li> <li>Skimming for key words and phrases in the text.</li> <li>Scanning menus/TV guides/timetables</li> <li>Different formats of questions e.g. in table, on a graph...</li> <li>Test Qs which just need a simple retrieval answer</li> <li>Scanning topic related pictures. (30 second look and jot down as many objects as you remember in the picture/ find all 5 flowers etc.)</li> <li>Highlighter group/paired/individual activities – scan and highlight evacuee in text/ words related to WWII/ words that are synonyms for big.</li> <li>Test Qs which just need a simple retrieval answer</li> </ul>	<ul style="list-style-type: none"> <li>To scan for key words, using organizational features to identify more important parts of the text and to interpret it in different contexts (matching/tables etc).</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Skim reading challenging texts to get the feeling of the text.</li> <li>Skim to a timer and discuss what text type.</li> <li>Test Qs which just need a simple retrieval answer</li> <li>List of words to scan and highlight.</li> <li>Scanning topic related texts - competitive finding a sentence/ fact/subject specific word. How many words related to the Vikings can you find in 2 minutes?</li> <li>Quick fire questions on screen to find in text.</li> <li>Teacher starts sentence – competitive finding it an completing the sentence. Table teams?</li> <li>Highlighter group/paired/individual activities – scan and highlight evacuee in text/ words related to WWII / words that are synonyms for meagre.</li> <li>Scan to a timer and discuss what text type.</li> <li>Test Qs which just need a simple retrieval answer</li> </ul>
	FS1	FS2	Year 1	Year 2	Year 3/4	Year 5/6
<p><b>1c Identify and explain the sequences of events in texts.</b></p> <p><b>2c Summarise main ideas from more than one paragraph.</b></p>	<ul style="list-style-type: none"> <li>To be able to talk about their favourite story and why.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Simple story maps</li> <li>Sequencing pictures</li> </ul>	<ul style="list-style-type: none"> <li>To discuss their favourite part of a story.</li> </ul> <p><b>Suggested activities:</b></p>	<ul style="list-style-type: none"> <li>To retell a story, giving the main events.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Summarise where so far – individual reading</li> <li>Story maps</li> <li>Acting stories out – freeze frames of the story</li> <li>Ordering instructions</li> </ul>	<ul style="list-style-type: none"> <li>Retell some important information they've found out from a text.</li> <li>Draw together information from across a number of sentences to sum up what is known about a character, event or idea.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Ordering events in the style of a SATs question</li> <li>Acting stories out – freeze frames</li> </ul>	<ul style="list-style-type: none"> <li>Summarise a sentence or paragraphs by identifying the most important elements.</li> <li>Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Summarising individual paragraphs</li> <li>Using summaries to write whole story – newspaper article</li> <li>Summarise in 15 words.</li> <li>Match summary with heading.</li> </ul>	<ul style="list-style-type: none"> <li>Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text.</li> <li>Update their ideas about the text in the light of what they've just read.</li> <li>Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>One sentence to summarise each paragraph</li> </ul>

					<ul style="list-style-type: none"> <li>Ordering events in the style of a SATs question</li> <li>Use children's over-detailed recounts as the starting point for making briefer oral summaries</li> </ul>	<ul style="list-style-type: none"> <li>Writing a blurb</li> <li>Ordering events in the style of a SATs question</li> <li>Summarise in 15 words.</li> <li>Match summary with heading.</li> </ul>
	<b>FS1</b>	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<p><b>1d Make inferences from the text.</b></p> <p><b>2d Make inferences from the text/ explain and justify inferences with evidence from the text.</b></p>	<ul style="list-style-type: none"> <li>Take on simple roles in imaginative play.</li> <li>Drama and dressing up.</li> <li>Puppet shows</li> <li>Imaginative play</li> </ul>	<ul style="list-style-type: none"> <li>Act out roles in imaginative play.</li> <li>Discuss what a character is like in well-known tales, e.g. wicked witch.</li> <li>Use pictures – how do we know it is a hot day? Facial expressions/body language</li> <li>Use film</li> </ul>	<ul style="list-style-type: none"> <li>Link what they are reading to their own experience.</li> <li>Ask questions to explore what characters say and do.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Use objects – Who could own the shoe? What do we know about them?</li> <li>Use pictures - how do we know it is a hot day?</li> <li>Use film – link to emotion graphs.</li> <li>Make explicit what a Real Reader is as opposed to a decoder – text v thinking salad.</li> <li>Speech bubbles/ thinking bubbles – drama.</li> <li>Hot seat - Step into mind of character.</li> <li>Conscience alley</li> <li>Analyse goodies and baddies in stories – what makes a hero or a villain?</li> <li>Drama and dressing up.</li> </ul>	<p>Re-read sections of texts carefully to find answers to questions about characters and events.</p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Use objects – Who could own the shoe? What do we know about them?</li> <li>Use pictures - how do we know it is a hot day?</li> <li>Use film – link to emotion graphs.</li> <li>Make explicit what a Real Reader is as opposed to a decoder – text v thinking salad.</li> <li>Speech bubbles/ thinking bubbles/ feeling bubbles – drama.</li> <li>Hot seat - Step into mind of character.</li> <li>Conscience alley</li> <li>Analyse goodies and baddies in stories – what makes a hero or a villain?</li> <li>Drama and dressing up.</li> </ul>	<ul style="list-style-type: none"> <li>Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Ensure that children understand what inference is (and isn't)</li> <li>Show them that they infer things all the time</li> <li>Use objects</li> <li>Use pictures</li> <li>Use film – link to emotion graphs. How would the film look in descriptive writing/ in speech bubbles?</li> <li>Make it a challenge</li> <li>Make explicit what a Real Reader is as opposed to a decoder – text v thinking salad.</li> <li>Who would own these shoes? What would they tell you about them?</li> <li>Bin bag – tipped on desk. What do we know about the neighbour?</li> <li>What would be in Mrs Hague's bin bag?</li> <li>Speech bubbles/ thinking bubbles/ feeling bubbles – drama.</li> <li>Hot seat.</li> <li>Conscience alley</li> <li>AP of APE (answer and prove)</li> <li>'Write about a cold day without saying it is cold'.</li> </ul>	<ul style="list-style-type: none"> <li>Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>APE – Answer, Prove &amp; Explain</li> <li>SATs style inference Qs</li> <li>Debate – taking on a character's role</li> </ul>
	<b>FS1</b>	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<p><b>1e Predict what might happen on the basis of what has been read so far.</b></p> <p><b>2e Predict what might happen from details</b></p>	<ul style="list-style-type: none"> <li>Build up prediction skills in other areas, e.g. What will happen if I stack these objects?</li> </ul> <p><b>Suggested activities:</b></p>	<ul style="list-style-type: none"> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul> <p><b>Suggested activities:</b></p>	<ul style="list-style-type: none"> <li>Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.</li> </ul> <p><b>Suggested Activities:</b></p>	<ul style="list-style-type: none"> <li>Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.</li> </ul> <p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>Predicting what might happen after what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded. Link this to own experience.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Have I read any similar books?</li> </ul>	<ul style="list-style-type: none"> <li>Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.</li> <li>Compare their predictions with the events that occurred and consider why their predictions</li> </ul>

<p><b>stated and implied.</b></p>	<ul style="list-style-type: none"> <li>• Pictures – what will happen next?</li> <li>• Opportunities and language for prediction in continuous provision, e.g. I think...</li> </ul>	<ul style="list-style-type: none"> <li>• Using their own experience – what will they see? What might they think? How would you react?</li> <li>• Joining in with repeated texts and learning the patterns e.g. 'We're All Going on a Bear Hunt'.</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what the story might be about from the title.</li> <li>• Predicting what might happen after what they have read.</li> </ul>		<ul style="list-style-type: none"> <li>• What might the character say?</li> <li>• How might the character react?</li> <li>• What has been stated? What has been implied?</li> </ul>	<p>were accurate, plausible, or off the mark.</p> <ul style="list-style-type: none"> <li>• Have I read any similar books?</li> <li>• What might the character say?</li> <li>• How might the character react?</li> </ul> <p>What has been stated? What has been implied?</p>
	<b>FS1</b>	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<p><b>2f Identify/explain how information/narrative content is related and contributes to meaning as a whole (cause).</b></p>			<ul style="list-style-type: none"> <li>• Is it a sad ending/happy ending?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you feel sorry for any characters?</li> <li>• How did the book make you feel?</li> <li>• How do you feel towards one of the characters?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</li> <li>▪ Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.</li> <li>▪ Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.</li> <li>• What are the themes in this book? (Given key themes and eliminating)</li> <li>• Why is the text organized like this?</li> <li>• Why has the author chosen that fact for the fact box?</li> <li>• Choice of pictures</li> <li>• Who has this been written for? (chn, adults?)</li> <li>• Write same events or retell same story for different audiences.</li> <li>• Read persuasive texts.</li> <li>• Write persuasively &amp; collect persuasive phrases</li> <li>• Debating – arguing different points of view.</li> <li>• How do you feel towards the character? How does the author want us to feel about them?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.</li> <li>▪ Understand how writers use the features and structure of information texts to help convey their ideas or information.</li> <li>▪ Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.</li> <li>• What are the themes in this book? Chn generate ideas.</li> <li>• Choice of pictures – which picture would be the most relevant for this text? Why has the author chosen this picture? How does the illustration support the text?</li> <li>• How could these illustrations/layout features be improved?</li> <li>• Who has this been written for? Who is the main audience?</li> <li>• Distinguish fact, opinion and fiction. How this can be disguised. Bias.</li> <li>• Distinguish between implicit and explicit points of view.</li> <li>• Read persuasive texts.</li> <li>• Write persuasively.</li> <li>• Evaluate how texts are used to gain attention, respect, manipulate.</li> <li>• Collect persuasive phrases 'Surely only a fool...' Effect of emotive language.</li> <li>• Discuss response to certain words – what image does 'milling in bewilderment' convey?</li> <li>• Explore puns and word play.</li> </ul>

- Court hearing – present case.
- How does the author want us to feel for the character? How do you know?
- Fact or opinion?

	<b>FS1</b>	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<b>2g Identify/explain how meaning is enhanced through choice of words and phrases.</b>	<ul style="list-style-type: none"> <li>• Word of the week</li> </ul>		Pick out specific word choice e.g. adjectives.	Why has the author chosen those describing words?	<ul style="list-style-type: none"> <li>▪ Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.</li> <li>▪ Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions.</li> <li>▪ Teacher models how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Why did the author use this word instead of just ____?</li> <li>• Repetition, similes, metaphors. Identifying them. What effect do these have?</li> <li>• Degrees of words</li> <li>• Find two or three ways the writer tells you that the character is sad.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.</li> <li>▪ Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• What does this word/phrase suggest about?</li> <li>• Find two or three ways the writer tells you that the character is sad.</li> <li>• What other words could the author have used?</li> <li>• Has the writer been successful in their purpose and use of language?</li> <li>• Highlight a key phrase. By writing it like this, what has the author created?</li> <li>• Repetition, similes, metaphors. Identifying them. What effect do these have?</li> </ul>
	<b>FS1</b>	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<b>2h Make comparisons within the text (effect).</b>			<ul style="list-style-type: none"> <li>• Comparing texts that are along the same theme e.g. fairytales, good characters, bad characters</li> </ul>		<ul style="list-style-type: none"> <li>▪ Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes.</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Look how characters change within a text.</li> <li>• Comparing two characters with evidence.</li> <li>• Difference characters' reactions to the same event. Writing from different view points.</li> <li>• Which viewpoint is better and why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make comparisons and draw contrasts between different elements of a text and across texts.</li> <li>▪ Compare and contrast the work of a single author.</li> <li>▪ Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.</li> </ul> <p><b>Suggested Activities:</b></p>

					<ul style="list-style-type: none"><li>• Comparing settings with given evidence</li></ul>	<ul style="list-style-type: none"><li>• Look how characters change within a text and their relationships with others.</li><li>• Comparing settings with their own evidence</li><li>• Explaining why changes had happened.</li><li>• Look at simple tales, e.g. fairy-tales and how to change the perspective.</li></ul>
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