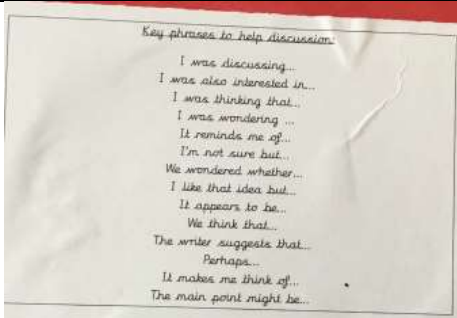


Reading progression document Clee Hill Academy

	Sentence openers	Word reading	Comprehension	Predictions	Vocabulary	Inference
<p>Early Years</p> <p>30-50 months</p> <p>40-60 months</p> <p>Early Learning Goals</p>	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>Phonics and decoding</p> <p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>To read some common irregular words.</p>	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters</p> <p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers</p> <p>To understand humour, e.g. nonsense rhymes, jokes</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>.</p> <p>To demonstrate understanding when talking with others</p>	<p>To suggest how a story might end.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p>	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events</p>

			about what they have read.			
Year 1	<p>I think...</p> <p>I like/don't like</p> <p>My favourite part is.....</p>	<ul style="list-style-type: none"> • Apply phonic knowledge to unknown words • Speedily read all 40+ letters/ groups for 40+ phonemes. • Read accurately through blending • Read year 1 common exception words 	<ul style="list-style-type: none"> • Answer straight forward questions about a text • Recognise the difference between fiction and non-fiction • True or false – tick the correct box 	<p>Make predictions based on clues such as pictures, illustrations and titles.</p> <ul style="list-style-type: none"> • What do you think might happen next? 	<ul style="list-style-type: none"> • Make collections of interesting words and use them when talking about books or stories. • Recognise story language e.g. once upon a time, • Talk about words that describe feelings in different texts. 	<ul style="list-style-type: none"> • Recognise why a character is feeling a certain way • Make simple predictions about characters • Express opinions about the main events and the characters in a story • Who was your favourite character? Why?
Year 2	<p>I think that</p> <p>It reminds me of</p> <p>I like/ don't like the character because</p> <p>It makes me think of</p>	<ul style="list-style-type: none"> • To find the answers to questions in a text. • To retell a story referring to most of the key events and characters <p>Tick to show if they are true or false</p> <ul style="list-style-type: none"> • Give one reason why... 	<p>Use immediate clues and what they have already read to make predictions about what is going to happen or what they will find out.</p> <ul style="list-style-type: none"> • Number the events from 1-4 to show the order that they happened • What happened before.....? 	<p>Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.</p> <p>What does the wordmean?</p> <p>Find and copy a word which shows that the car was moving fast.</p> <p>Which word shows that</p>	<ul style="list-style-type: none"> • Make simple predictions about the thoughts and feelings of the characters and reasons for their actions • Recognise the key themes and ideas in a text <p>What did the character like?</p>	<ul style="list-style-type: none"> • To find the answers to questions in a text. • To retell a story referring to most of the key events and characters <p>Tick to show if they are true or false</p> <ul style="list-style-type: none"> • Give one reason why...

					Why did the character do this? What are... When can you...	
Year 3		<ul style="list-style-type: none"> Use a range of organisational information to locate information To find and copy a word with similar meaning from the text To locate information with text marking Where was the ... Is this statement true or false? 	Update and modify predictions about the events characters or ideas in a text on a regular basis when reading Why do some people think..... <ul style="list-style-type: none"> Order the events in which they happen (1-5) 	Identify where an author uses alternatives and synonyms for over used words and speculate about the shades of meaning implied. Find and copy one word that means the same as...	<ul style="list-style-type: none"> To justify inferences with evidence from the text To empathise with a character Give a reason why..... What are the differences between... Why did the How can you tell that the..... Tick the box to show which word best describes the character	<ul style="list-style-type: none"> Use a range of organisational information to locate information To find and copy a word with similar meaning from the text To locate information with text marking Where was the ...
Year 4	Sentence openers (Year 4) It reminds of... I think that ... It makes me think of ... Another reason is ... I like/enjoyed/didn't like that word choice because... In summary ... I think that the character ... because... The word ... shows me that ...	<ul style="list-style-type: none"> To locate information using skimming and scanning To identify features of different fiction genres To compare, contrast and evaluate texts Find and copy a group of words that means — 	Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on. According to the — paragraph, why...? Number the events from 1-5 in the order they happen. Tick one. Tick show which are true or false. <ul style="list-style-type: none"> 	Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject-specific words they meet in reading.	<ul style="list-style-type: none"> Use clues from action, dialogue and description to infer meaning Give one piece of evidence from the text that shows... What does ...? Why does....? Give one way that...	<ul style="list-style-type: none"> To locate information using skimming and scanning To identify features of different fiction genres To compare, contrast and evaluate texts Find and copy a group of words that means —

				<p>What does the word — suggest about the character? Explain what the word — tells you about the character. Find and copy two words (used to create effect)</p>	Using the heading, name one thing that	
Year 5	<p>In my opinion..., I prefer.... as..., The author has used this word or phrase because..., It reminds me of..., It appears to be..., The writer suggests that... Perhaps... The main point might be... The is effective because....</p>	<ul style="list-style-type: none"> To summarise the main ideas drawn from more than one paragraph Identify how language, structure and presentation contribute to meaning. <p>What does the word — mean in the sentence? Draw lines to match.</p> <ul style="list-style-type: none"> Tick to say whether each statement is a fact or an opinion. 	<ul style="list-style-type: none"> Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. Give one reason... 	<p>Distinguish between everyday word meanings and their subject specific use e.g. the specific meaning of 'force' in scientific texts. Find and copy one word that means Tick two words that describe the ... Find and copy the group of words that means.</p>	<ul style="list-style-type: none"> To recognise different points of view To draw information from different parts of the text to infer meaning <p>How you tell that...? How do we know that...? What does the word — suggest about how he feels? Find evidence in the text for — Why is —? Give two reasons</p>	<ul style="list-style-type: none"> To summarise the main ideas drawn from more than one paragraph Identify how language, structure and presentation contribute to meaning. <p>What does the word — mean in the sentence? Draw lines to match.</p> <ul style="list-style-type: none"> Tick to say whether each statement is a fact or an opinion.
Year 6		<ul style="list-style-type: none"> Read all year 5 / 6 common exception words Use conjunctions 	<ul style="list-style-type: none"> Understands the difference between literal and figurative language 	<p>Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify</p>	<p>Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.</p>	<ul style="list-style-type: none"> Use point, evidence, explanation to support predictions and inferences.

		<p>as signposts to change tone</p> <ul style="list-style-type: none"> To read different features of language e.g. dialect, abbreviations, colloquialisms and specialist vocabulary <p>Give one example of the use of humour...</p>	<ul style="list-style-type: none"> Can extract and evaluate relevant information from more complex texts <p>Explain why....</p> <p>How are – similar and different?</p> <p>Give 2 reasons...</p>	<p>their predictions as they read on.</p> <p>According to the text..</p>	<p>Find and copy a phrase....</p>	<p>What impression do you get...</p> <p>Give supporting evidence from the text</p> <p>Justify your answer</p> <p>Complete the table with one piece of evidence...</p> <p>How can you tell...?</p> <p>What suggests...?</p>
--	--	---	---	--	-----------------------------------	--