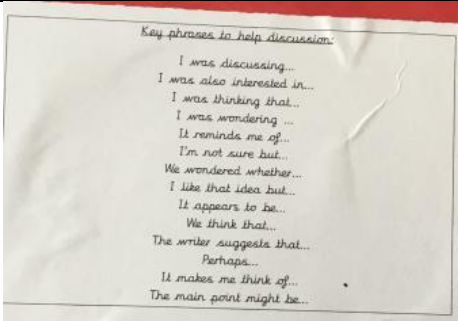


### Reading progression document Clee Hill Academy

	Sentence openers	Word reading	Comprehension	Predictions	Vocabulary	Inference
<p>Early Years 3-4yr Olds In Reception Children will be taught to:</p> <p>Early Learning Goals</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p><b>Phonics and decoding</b> Develop their phonological awareness, so that they can: Spot and suggest rhymes. Count or clap syllables in a word. Recognise words with the same initial sound, such as money and mother.</p> <p>Read individual letters and some letter groups by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic</p>	<p>Understand the five key concepts about print: Print has meaning The names of the different parts of a book- Print can have different purposes Page sequencing- We read English text from left to right and from top to bottom</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Describe events in some detail.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To suggest how a story might end.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary. Use new vocabulary through the day.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to.</p>

		<p>knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>				
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"> <li>• Apply phonic knowledge to unknown words</li> <li>• Speedily read all 40+ letters/ groups for 40+ phonemes.</li> <li>• Read accurately through blending</li> <li>• Read year 1 common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Answer straight forward questions about a text</li> <li>• Recognise the difference between fiction and non-fiction</li> <li>• True or false – tick the correct box</li> </ul>	<p>Make predictions based on clues such as pictures, illustrations and titles.</p> <ul style="list-style-type: none"> <li>• What do you think might happen next?</li> </ul>	<ul style="list-style-type: none"> <li>• Make collections of interesting words and use them when talking about books or stories.</li> <li>• Recognise story language e.g. once upon a time,</li> <li>• Talk about words that describe feelings in different texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why a character is feeling a certain way</li> <li>• Make simple predictions about characters</li> <li>• Express opinions about the main events and the characters in a story</li> <li>• Who was your favourite character? Why?</li> </ul>
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"> <li>• To find the answers to questions in a text.</li> <li>• To retell a story referring to most of the key events and characters</li> </ul>	<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"> <li>• Number the events from 1-4 to show</li> </ul>	<p>Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.</p>	<ul style="list-style-type: none"> <li>• Make simple predictions about the thoughts and feelings of the characters and reasons</li> </ul>	<ul style="list-style-type: none"> <li>• To find the answers to questions in a text.</li> <li>• To retell a story referring to most of the key events and characters</li> </ul>

		<p>Tick to show if they are true or false</p> <ul style="list-style-type: none"> <li>Give one reason why...</li> </ul>	<p>the order that they happened</p> <ul style="list-style-type: none"> <li>What happened before.....?</li> </ul>	<p>What does the word .....mean? Find and copy a word which shows that the car was moving fast. Which word shows that ....</p>	<p>for their actions</p> <ul style="list-style-type: none"> <li>Recognise the key themes and ideas in a text</li> </ul> <p>What did the character like? Why did the character do this? What are... When can you...</p>	<p>Tick to show if they are true or false</p> <ul style="list-style-type: none"> <li>Give one reason why...</li> </ul>
Year 3		<ul style="list-style-type: none"> <li>Use a range of organisational information to locate information</li> <li>To find and copy a word with similar meaning from the text</li> <li>To locate information with text marking</li> <li>Where was the ...</li> <li>Is this statement true or false?</li> </ul>	<p>Update and modify predictions about the events characters or ideas in a text on a regular basis when reading</p> <p>Why do some people think.....</p> <ul style="list-style-type: none"> <li>Order the events in which they happen (1-5)</li> </ul>	<p>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...</p>	<ul style="list-style-type: none"> <li>To justify inferences with evidence from the text</li> <li>To empathise with a character</li> </ul> <p>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</p>	<ul style="list-style-type: none"> <li>Use a range of organisational information to locate information</li> <li>To find and copy a word with similar meaning from the text</li> <li>To locate information with text marking</li> <li>Where was the ...</li> </ul>

Year 4		<ul style="list-style-type: none"> <li>To locate information using skimming and scanning</li> <li>To identify features of different fiction genres</li> <li>To compare, contrast and evaluate texts</li> <li>Find and copy a group of words that means —</li> </ul>	<p>Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.</p> <p>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.</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>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.</p> <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> <p>-</p>	<ul style="list-style-type: none"> <li>Use clues from action, dialogue and description to infer meaning</li> </ul> <p>Give one piece of evidence from the text that shows... What does ...? Why does....? Give one way that... Using the heading, name one thing that</p>	<ul style="list-style-type: none"> <li>To locate information using skimming and scanning</li> <li>To identify features of different fiction genres</li> <li>To compare, contrast and evaluate texts</li> </ul> <p>Find and copy a group of words that means —</p>
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"> <li>To summarise the main ideas drawn from more than one paragraph</li> <li>Identify how language, structure and presentation contribute to meaning.</li> </ul> <p>What does the word — mean in the sentence?</p>	<ul style="list-style-type: none"> <li>Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.</li> <li>Give one reason...</li> </ul>	<p>Distinguish between everyday word meanings and their subject specific use e.g. the specific meaning of 'force' in scientific texts.</p> <p>Find and copy one word that means</p>	<ul style="list-style-type: none"> <li>To recognise different points of view</li> <li>To draw information from different parts of the text to infer meaning</li> </ul> <p>How you tell that...?</p>	<ul style="list-style-type: none"> <li>To summarise the main ideas drawn from more than one paragraph</li> <li>Identify how language, structure and presentation contribute to meaning.</li> </ul> <p>What does the word — mean in the sentence?</p>

		<p>Draw lines to match.</p> <ul style="list-style-type: none"> <li>• Tick to say whether each statement is a fact or an opinion.</li> </ul>		<p>Tick two words that describe the ...</p> <p>Find and copy the group of words that means.</p>	<p>How do we know that...?</p> <p>What does the word — suggest about how he feels?</p> <p>Find evidence in the text for—</p> <p>Why is —? Give two reasons</p>	<p>Draw lines to match.</p> <ul style="list-style-type: none"> <li>• Tick to say whether each statement is a fact or an opinion.</li> </ul>
Year 6		<ul style="list-style-type: none"> <li>• Read all year 5 / 6 common exception words</li> <li>• Use conjunctions as signposts to change tone</li> <li>• To read different features of language e.g. dialect, abbreviations, colloquialisms and specialist vocabulary</li> </ul> <p>Give one example of the use of humour...</p>	<ul style="list-style-type: none"> <li>• Understands the difference between literal and figurative language</li> <li>• Can extract and evaluate relevant information from more complex texts</li> </ul> <p>Explain why....</p> <p>How are — similar and different?</p> <p>Give 2 reasons...</p>	<p>Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.</p> <p>According to the text..</p>	<p>Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.</p> <p>Find and copy a phrase....</p>	<ul style="list-style-type: none"> <li>• Use point, evidence, explanation to support predictions and inferences.</li> </ul> <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>